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A Study of Collaborative Consultation Versus Traditional Methods of Special Education Service Delivery.

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A study of collaborative consultation versus traditional methods of special education service delivery

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A STUDY OF COLLABORATIVE CONSULTATION VERSUS TRADITIONAL METHODS OF SPECIAL EDUCATION SERVICE DELIVERY

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ABSTRACT

This study examined the attitudes and perceptions of general and special educators engaged in collaborative consultation and those utilizing traditional self-contained or resource methods of special education service delivery. A difference in collaborative consultation and traditional educators was predicted on autonomy, as measured by Charters' (1974) Sense of Autonomy Scale (SAS), zone of acceptance, as measured by the Professional Zone of Acceptance Inventory (PZAI) (Kunz and Hoy, 1974), and pluralistic ignorance, as measured by the Pupil Control Ideology (PCI) form developed by Willower, Eidell, and Hoy (1967). School climate was measured using the Organizational Climate Description Question-Revised Elementary (OCDQ-RE)(Hoy and Clover, 1986) and predicted to differ based upon the type of special education service delivery model used in the school.

Advocates of collaborative consultation have primarily focused attention on describing the model or training programs. Benefits to general educators and students have been cited. Yet the few empirical studies which have been conducted have yielded uncertain and mixed results. Furthermore, studies which include general educators have been rare.

In this study it was predicted that teachers engaged in collaborative consultation would have a lower sense of autonomy, higher zone of acceptance for advice from other educators, and lower pluralistic ignorance. Statistical analyses supported the hypotheses in the directions predicted in all but one instance; however, significance was only reached for the hypothesis that predicted pluralistic ignorance exists between general and special educators. In schools in which teachers are engaged in collaborative consultation the climate was expected to be more open. Again the results were in the predicted direction although not significant; however, a significant difference between the schools was found on the teacher disengaged behavior subscale.

Four case studies were conducted to further investigate the attitudes and perceptions of general and special educators. The case studies also supported the hypotheses in the predicted direction as well as raising issues about the roles of general and special educators and the school structure. Teachers' responses to interview questions lead to implications for preservice and/or inservice training of teachers who will be engaging in collaborative consultation.

CHAPTER 1

THE PROBLEM

Background and Setting

Special education - The term conjures images based on differences in students, classrooms, and specific instructional methods employed in educating students. The term general education also evokes images, such as the average, the traditional, the norm. Putting special education and general education side-by-side reveals two, often diverse, systems of educating students within one organization, the public school.

Differences in educating students with special needs has a long history; however, with the passage of Public Law 94-142[1], special education emerged as the unit with formal responsibility for providing educational services to students with disabilities[2]. Special education, thus, began exhibiting organizational characteristics, such as purpose, structure, rules, roles, and norms, quite apart from those of general education (Frankl, 1983; Hersch & Walker, 1983; Lynn, 1983).

Over the past ten years, special educators have questioned the wisdom of this separation of general education and special education with increasing frequency (Lipsky & Gartner, 1987; Pugach & Sapon-Shevin, 1987; Reynolds, Brandl, & Copeland, 1983; Reynolds, Wang, &

Walberg, 1987; Stainback & Stainback, 1985; Stainback & Stainback, 1987; Will, 1986). In fact, Stainback and Stainback (1985) proposed merging general education and special education. While acknowledging that problems exist for a merged system, former Secretary of Education Madeleine Will (1986) stated that the solution "cuts across professional and institutional boundaries. Our success will come through the joint effort of a range of committed individuals" (p. 16).

Along with the questions and recommendations for a joint method of educating students with disabilities have come proposals on how to accomplish this cooperative education in general education classrooms, especially as it pertains to students with mild disabilities. Prominent among the proposals are those featuring consultation, collaboration, and collaborative consultation (Givens-Ogle, 1988; Idol & West, 1987; Idol-Maestas, 1983; Little, 1990; Pugach, 1987; Pugach & Johnson, 1988; Reisberg & Wolf, 1988). These terms are used globally to describe a cooperative service delivery model whereby the special education teacher works with the general education teacher to educate students with mild disabilities in the general education classroom setting. Although there are methodological and procedural differences among consultation, collaboration, and collaborative consultation,

the definition of collaborative consultation as "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (Idol, Paolucci-Whitcomb, and Nevin, 1986, p. 1) captures the essence of this cooperative educational approach. Collaborative consultation will, therefore, be used throughout the remainder of this paper to describe a joint working relationship between general and special educators.

Advocates of collaborative consultation cite the growing number of students with disabilities in general education classrooms as a major reason to pursue this model of service delivery[3] (West & Brown, 1986). It is asserted that by working cooperatively specific student learning or behavioral problems can be identified and solved and, also, special education referrals will be reduced (Friend, 1988; Grayden, Casey, & Christenson, 1985). The stated benefit to the general education teacher is improved problem-solving skills which can be generalized in the classroom for use in educating students, especially disabled, "at-risk," and low-achieving students. The espoused benefit to the student is an education alongside nondisabled peers.

The benefits identified for students and general educators imply changes. For example, the performance of the student with disabilities will improve if s/he receives

instruction in a general education classroom with nondisabled peers and by a general educator who has the skills to match teaching methods to learner style and rate of learning. The general educator's attitudes and behavior will change because s/he has gained skills that enable him/her to effectively teach all students in the classroom. The ultimate benefit or change, as identified by Huefner (1988), is that educators will share the responsibility for student outcomes.

West and Idol examined school consultation models and stated that

> Of the 10 models the collaborative consultation model falls somewhere between our two classification categories of consultation theories versus knowledge bases . . . as it has been applied in special education for effective mainstreaming of exceptional and low achieving students . . . it has the initial essential elements for building theory (1987, p. 391).

On the other hand, these authors noted that the majority of special education literature on consultation has been "intended to justify and promote the role of the special educator as a consultant to classroom teachers of mainstreamed exceptional students" (p. 404). The lack of empirical studies of special education consultation has been echoed by others (Friend, 1988; Huefner, 1988; Lloyd, Crowley, Kohler & Strain, 1988). Gresham and Kendall (1987) possibly said it best, "We simply do not know enough about

consultation, how it works, under what conditions it works, or the most important variables in predicting successful consultation outcomes" (p. 314).

Problem Statement

West (1985) identified multiple variables associated with collaborative consultation according to the categories of input, process, situation, and outcome. For example, teacher attitudes, behavior, and organizational characteristics affect the process and situation, while measures of student performance are an outcome of the process. In identifying these variables, it is implied that there are differences between teachers, students, and schools engaging in collaborative consultation and those using traditional methods of delivering special education services.

The literature on collaborative consultation stresses cooperation, parity, interaction, communication, etc. between general and special educators. These descriptors indicate that the relationship between the general and special educator is different than the relationship of general and special educators in the one teacher, one classroom school structure. For example, Montgomery (1978) said, "You need to foster a cooperative relationship with the general teacher, where you can function as two equals, each bringing your unique skills and perspectives to the

situation" (p. 111). Also of importance and interest is the lack of discussion about the collaborative consultation model in the general education literature. Furthermore, there are few studies that examine the attitudes of general educators.

The specific problem examined by this study was whether there are differences in teacher attitudes and perceptions when general and special educators are engaged in educating students with disabilities using collaborative consultation and traditional methods. It also examined differences in the climate of schools utilizing collaborative consultation and traditional models of special education service delivery.

Hypotheses

The presumption of differences in attitudes and perceptions about the working relationship between special and general educators engaged in collaborative consultation is supported by the review of consultation models by West and Idol (1987). In their description of each of these models, the result of collaborative consultation differs from the outcome usually expected from educating students with disabilities in special classrooms. These differences can be measured in teacher attitude and/or behavior change. While attitudes and perceptions are expected to change when teachers are engaged in collaborative consultation, the

specific purpose of this study is to determine if teacher attitudes differ based on the model of special education service delivery used.

One attitude of teachers that has been identified is that of autonomy. As defined by Charters (1974), it is a "psychological construct representing a teacher's beliefs about his or her freedom from external interference, pressure, or control in performing the work of classroom instruction" (p. 217). With a collaborative consultation model of service delivery, external interference is introduced in the form of another teacher. While the introduction of this other teacher is for the purpose of sharing the responsibility for student performance, especially that of the student(s) with disabilities, the classroom teacher may feel pressure or loss of control in the instructional situation. The other teacher, in this case the special educator, may also feel a loss of control and sense of interference from having to work jointly with the general educator. With this cooperative method of service delivery each educator must give up some autonomy in order to jointly provide instruction to students with disabilities. Therefore, it is proposed that teachers' sense of autonomy will be less when using a collaborative consultation model, than with traditional methods of service delivery.

$H_{1.A}$ General education teachers engaged in collaborative consultation will score lower on a scale measuring teacher sense of autonomy than will general education teachers who utilize traditional service delivery models.

$H_{1.B}$ Special education teachers engaged in collaborative consultation will score lower on a scale of teacher sense of autonomy than will special education teachers who utilize traditional service delivery models.

In using collaborative consultation, both general and special educators must participate in a decision making process which includes identification of the problem and development of alternative solutions. For people to participate in decision making, Bridges (1967b) asserted they must be capable of contributing to the decision. To determine the capability of the person, he offered a two prong test. First, the person must have some expertise in the area. The second test is one of relevance, that is, whether the person has an interest in the outcome of the decision.

Specific to the collaborative consultation strategy, Johnson, Pugach, and Devlin (1990) said that teachers must "freely access each other's expertise to solve problems" (p.

10). In this situation, if we use Bridges' tests of expertise and relevance, relevance could be established due to each teacher's interest in student performance. However, each educator must recognize and accept the expertise of other educators. The test of expertise is more difficult since it requires a change in the way teachers perceive their relationship with each other.

The professional zone of acceptance (Clear & Seager, 1971) has been used to describe the area in which a teacher will accept a directive by an authority figure. In the collaborative consultation situation, authority stems from expertise not from the organizational hierarchy (Bridges, 1967b; Redfern, 1968). It is proposed that in using collaborative consultation, general and special educators will be more accepting of instructional advice than will educators who work in traditional educational settings.

$H_{1.C}$ General education teachers engaged in collaborative consultation will have a wider professional zone of acceptance than will general education teachers who utilize traditional service delivery models.

$H_{1.D}$ Special education teachers engaged in collaborative consultation will have a wider professional zone of acceptance than will

special education teachers who utilize traditional service delivery models.

Collaborative consultation increases the frequency with which general and special educators interact, instead of fostering the one teacher, one classroom school structure. According to Homans (1950), the more frequently people interact the more alike they become in their activities. With traditional methods of providing services to students with disabilities, the one teacher, one class organizational structure is maintained. Special and general educators seldom communicate or interact. This isolation of each educator group can lead to misperceptions or ignorance about the other.

Pluralistic ignorance is a social occurrence which is characterized by individuals' misperception of the beliefs and attitudes of others (Packard, 1970) and is promoted in organizations where collegial interaction and observation are infrequent. Pupil control ideology (PCI) has been used to measure pluralistic ignorance (Packard, 1970; Packard & Willower, 1972; Vitagliano & Licata, 1987; Yuskiewicz & Willower, 1973).

Studies of pluralistic ignorance have indicated that educator groups often perceive others as having a more conservative attitude than the group holds for itself. For example, Vitagliano found that hearing and non-hearing

teachers formed separate groups within a school for students with hearing impairments. Each group believed the other to be more controlling of student behavior than the group believed itself to be. The PCI measures beliefs on a continuum from custodial to humanistic. A humanistic ideology assumes that students are able to control their own behavior; whereas, a custodial ideology indicates a belief that student behavior must be externally controlled. Therefore, it is hypothesized that general educators, as a group, will rate special educators as more custodial than those educators will rate themselves. Conversely special educators, as a group, will rate general educators as more custodial than those educators will rate themselves.

$H_{1.E}$ General education teachers will perceive the PCI of special education teachers to be more custodial than special education teachers will report themselves to be.

$H_{1.F}$ Special education teachers will perceive the PCI of general education teachers to be more custodial than general education teachers will report themselves to be.

However, if collaborative consultation increases the communication, interaction, and observation between general and special educators, it would be expected that pluralistic ignorance would be reduced. Therefore, it is further

hypothesized that in collaborative consultation situations, as opposed to traditional special education settings, general and special educators will perceive the other group as more humanistic.

$H_{1.G}$ General education teachers engaged in collaborative consultation will perceive the PCI of special education teachers to be more humanistic than will general education teachers who utilize traditional service delivery models.

$H_{1.H}$ Special education teachers engaged in collaborative consultation will perceive the PCI of general education teachers to be more humanistic than will special education teachers who utilize traditional service delivery models.

Finally, there is a presumption that when collaborative consultation is occurring between general and special education teachers, there is a difference in the school itself. According to Givens-Ogle (1988), there are six requirements for the accomplishment of collaborative consultation, including proper allocation of time, administrative support, open communication systems, and adequate training.

West (1985) identified organizational climate as a variable in studying both the categories of situation and outcome. He implied that the climate of the organization must be conducive to collaborative consultation and that collaborative consultation results in a difference in the climate of the organization. Regardless of situation or outcome, differences in organizational climate are expected between schools in which collaborative consultation is occurring between general and special educators and those utilizing traditional special education service delivery models.

As defined by Hoy and Clover (1986), "school climate is the teachers' perceptions of the work environment" (p. 94). The use of collaborative consultation implies a school environment characterized by open communication, administrative support, and collegial relationships. Collaborative consultation has usually been introduced into schools from the district level, although the teachers and principals may have a voice in its introduction into specific schools. Consequently, it is proposed that a more open climate exists in schools utilizing collaborative consultation, than in schools utilizing traditional methods of special education service delivery. The following hypothesis is presented relevant to school climate:

H_2 Schools where general education and special education teachers engage in collaborative consultation will have a more open climate than will schools which utilize traditional service delivery models.

Definitions

Collaborative consultation as defined by Idol et al. (1986) is "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (p. 1). The role responsibilities are described by West and Idol (1987) as the following:

> Emphasizes mutuality and parity in the consulting relationship with the consultant serving as a learning specialist and the consultee serving as a curriculum and child development specialist; consultee is primarily responsible for program implementation; all other stages reflect mutual responsibility (p. 394).

This division of the role of each teacher according to area of expertise differentiates collaborative consultation from team teaching.

Organizational climate as defined by Owens (1987) is "the *perceptions* that individuals have of various aspects of the environment in the organization" (emphasis in original, p. 168). The climate of an organization reflects interactive relationships of the participants. School climate is measured by the Organizational Climate Description Questionnaire-Revised Elementary (OCDQ-RE).

Pluralistic ignorance is the degree to which individuals or groups misperceive the beliefs of another group. It has been operationalized using the Pupil Control Ideology (PCI) form.

Students with mild disabilities are students whose classified disabilities include mild mental retardation, learning disabilities, and behavior disorders. In Louisiana, these students are evaluated and classified according to Bulletin 1508, Pupil Appraisal Handbook (1983).

Teacher autonomy is defined by Charters as a "psychological construct representing a teacher's beliefs about his or her freedom from external interference, pressure, or control in performing the work of classroom instruction" (1974, p. 217). The Sense of Autonomy Scale (SAS) is used to measure teacher feelings of autonomy.

Traditional service delivery models are defined as the provision of instruction to students with disabilities in resource or self-contained classroom settings. Students served in self-contained settings receive the majority of their instruction in classrooms taught by a special education teacher. Students in resource settings receive the majority of their instruction in the general education classroom, but attend a special education classroom for specialized instruction.

Zone of Acceptance is the area in which it is expected that individuals will accept the directives of an authority. Clear and Seager (1971) operationalized the zone of acceptance as it relates to professional judgements. Kunz and Hoy (1976) developed the Professional Zone of Acceptance Inventory (PZAI) to measure this concept.

Limitations of the Study

The literature advocating the use of collaborative consultation between general and special education is primarily found in the area of special education. Friend (1988) identifies areas of need for discussion and research and aptly states, "Even more significant is the nearly complete absence of discussions about consultation for special needs learners in the general education literature" (p. 11). It may be that the implementation of collaborative consultation will not produce the positive differences hypothesized since it may be predicated upon a false assumption, that is, the desire of general education teachers to participate.

The number of general and special education teachers engaged in collaborative consultation in Louisiana is small, which limits the sample size. It is possible that nonsignificant findings may be the result of the small sample size and not an error in the stated hypotheses. Collaborative consultation has usually been introduced into

schools from the central office level. Yet, implementation has frequently been limited to a few school sites based upon the willingness of the principal and faculty. Another limiting factor is funding. Special education funding is predominately restricted to the provision of special education services to students with disabilities within traditional service delivery models. It is also possible that with the implementation of collaborative consultation on a limited basis, those teachers participating differ from the majority of teachers, thus resulting in significant differences due to status as a volunteer or innovator.

Sensitivity of instrumentation may also be a limitation. It is possible that the instruments used in this study were not sensitive to slight variations. For example, there may be differences in teachers' feelings of autonomy, but the instrument does not measure differences in small enough increments.

In comparison to resource or self-contained special education service delivery models, collaborative consultation is relatively new. This relative newness of the model may result in differences in implementation; therefore, the findings of this study may reflect differences in implementation style rather than differences in the models.

Another limitation relates to self-reporting on surveys or questionnaires. It has been asserted that self-reports may not provide a true reflection of reality. For instance, in this study, which emphasizes personal perceptions, the major problem to using a self-reporting method would be if the respondents try to provide socially desirable answers (Kerlinger, 1986). A teacher might indicate strong agreement to statements that show the desired rather than the actual situation. S/he might, for example, agree strongly with the following statement from the Sense of Autonomy Scale - "I feel free to try new teaching methods I think work best for me" - even if this is not what actually occurs in the school.

Significance of the Study

According to Willower (1973), "Our fundamental problems are to understand and improve educational institutions" (p. 1). He identifies three domains to dealing with these problems. Relevant to this study is the domain which relates to the "practice side of the theory-practice relationship" (p. 1). This study is a preliminary examination of teachers and schools to determine whether attitudes and perceptions differ based on the special education service delivery model used.

The underlying assumption of this strategy or method of delivering services is that attitudes of general and special

educators about each other, as well as in their working relationship differ when teachers are engaged in collaborative consultation versus traditional resource or self-contained classroom situations. Yet, empirical studies comparing teacher attitudes in the collaborative consultation situation and traditional situations are lacking.

As the professionals in special education continue to push for delivering services to students with disabilities in general education classrooms, general and special educators will increasingly be called upon to interact. One method of facilitating the integration of students with disabilities into general education classrooms may be through collaborative consultation. However, as Huefner (1988) asserts, "Historically, we [special educators] have a habit in special education of jumping on the latest bandwagon" (p. 407). Most of the literature supporting collaborative consultation is descriptive, not empirical. Thus far, special educators have relied more on intuition to advance the practice of collaborative consultation than evidence of its utility or efficacy.

Summary of Chapters

Chapter II provides a review of selected literature. The specific literature reviewed relates to consultation, collaboration, and collaborative consultation between

general and special educators, teacher sense of autonomy, pluralistic ignorance and pupil control ideology, professional zone of acceptance and authority, and school climate. A review of research literature directly applicable to this study is emphasized.

Chapter III describes the procedures for conducting this study. This chapter includes a description of the sample, the methodology, instruments, and data collection and analysis procedures. This chapter also describes the qualitative component of the study, including the teacher sample and interview guide.

Chapter IV presents the results of the hypothesis testing. Results are displayed for all the teacher hypotheses by specific variable tested and for the school hypothesis.

Chapter V examines general and special education teacher attitudes and perceptions through their responses to interview questions. These responses are grouped according to the three teacher variables in this study: sense of autonomy, zone of acceptance, and pluralistic ignorance.

Chapter VI summarizes the study. It includes a discussion of the findings, as well as the conclusions reached. Practical implications and recommendations for future research are offered.

Notes to Chapter 1

[1]P.L. 94-142 or the Education of the Handicapped Act (EHA) of 1975 was amended in 1990 and is now referred to as P.L. 101-476 or the Individuals with Disabilities Education Act (IDEA).

[2]The term disabilities is replacing the term handicapped as a result of the passage of IDEA. In this paper the term disabled will be used except where the terms handicapped or exceptional are used in a direct quote.

[3]Consultation, collaboration, and collaborative consultation strategies have been primarily applied to the population of students with mild disabilities. References to these strategies in this paper focus on the provision of services to students with mild disabilities, not students classified as gifted or with severe disabilities.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

Schools have been described by such terms as organization, bureaucracy, institution, and social system in an attempt to capture both the structurally definable components and the elusive human qualities that make up schools. Regardless, of the terms applied to schools, the general characteristics of purpose, structure, rules, norms, roles, and people are relatively constant. While each of these characteristics has an impact on the organization that is a school, the people within the school are influenced by the other characteristics.

In implementing collaborative consultation, barriers have been identified that relate to the characteristics of schools. Johnson, Pugach, and Hammitte (1988) identified conceptual and pragmatic barriers. The conceptual barriers include "credibility of special educators, the match between the thinking of general and special educators, hierarchial relationships, and knowledge" (pp. 43-45). The pragmatic barriers identified include a poor definition of collaborative consultation, insufficient time, and overwhelming case loads. Phillips and McCullough (1990) identified four broad areas which create barriers: historical separation, attitudinal, organizational, and

training and knowledge. In each description, organizational characteristics emerge as important barriers to the implementation of the collaborative consultation model.

This study examines collaborative consultation between general and special educators. Specifically it examines the attitudes of general and special educators when engaged in providing educational services to students with disabilities through traditional special education service delivery models and through collaborative consultation.

In order to determine if there are differences in the attitudes of teachers when traditional models of special education service delivery are used as compared to a collaborative consultation model of service delivery, four conceptual areas are examined. The first area is teacher autonomy. It examines the attitudes of teachers associated with interference in or the exertion of external control on classroom matters. The second area is the professional zone of acceptance. This area relates to the attitudes of teachers with regard to professional judgements. The third area, pluralistic ignorance, probes teacher attitudes through an examination of misperceptions between groups. The final area examined is the school climate. This area compares the perceptions of educators within the school about their interpersonal relationships.

The General Education - Special Education Dichotomy

Over the last twenty years or so, special educators have advocated that general and special educators work together in educating students with disabilities. This advocacy has been stimulated by the large number of students with disabilities in general education classrooms. At first this was due to the lack of special education services as McKenzie, Egner, Knight, Perelman, Sneider, and Garvin emphasized in the following statement: "Forty percent (Lucito, 1968) and 60 percent (Heller, 1968) of handicapped children are projected as not receiving adequate special education services. A reasonable assumption is that a sizable proportion of these children are being educated in regular classes" (1970, p. 137).

The Ninth Annual Report to Congress on the Implementation of the Education of the Handicapped Act (1987) published by the U. S. Department of Education indicated that "there has been an increase in the number of handicapped children served under both laws (Chapter 1 and EHA-B[1]) since 1976-77; the cumulative growth in the number of handicapped children counted from school year 1976-77 to 1985-86 was 661,331, an increase of 17.8 percent" (p. 2) The Tenth Annual Report to Congress indicated that in school year 1986-87, 4,421,601 children with disabilities were served in special education programs (U. S. Department of

Education, 1989). An increase in students of 1.2 percent was reported from 1985-86 to 1986-87.

As the number of students identified with disabilities and the provision of special educational services increased, these services began to be separated more often from general education programs. Two models of service delivery which increased proportionally were resource classes and self-contained classes. Students in need of special education services in only a few academic areas were removed from their general education classes for only a few hours a day. During these hours, special educational services were provided in the resource class. Self-contained special education classrooms were used for students who were believed to be unable to function, either academically or behaviorally, in general education classes. Both models of service delivery remove or "pull out" students from general education classes.

With the passage of Public Law 94-142 or the Education of the Handicapped Act, an emphasis was placed on providing special educational services in the least restrictive environment, with the least restrictive environment usually being defined as the general education classroom. Thus, West and Brown (1986) wrote, "With increasingly larger numbers of handicapped students being educated in general education classrooms, it is essential that special and

general educators work collaboratively to develop alternative educational support systems to effectively meet the educational needs of these students" (p. 3).

According to the U. S. Department of Education in the Ninth Annual Report to Congress, reporting formats changed through the years causing difficulty in comparing the settings or environments in which students with disabilities were served; however, for the 1984-85 school year, it was reported that nearly 27 percent of the students with disabilities were being served in general education classrooms, while 66 percent were served in resource or self-contained special education classes. For the next reporting year, 1985-86, the numbers are much the same: 26 percent of students received special education services in general education classrooms and 65 percent received services in either resource or self-contained settings (U.S. Department of Education, 1989).

Currently students with disabilities continue to be educated separately from their nondisabled peers for all or part of the school day. Resource and self-contained classes remain in existence. Yet, special educators continue to pursue the goal of providing special education services in the least restrictive environment. Unfortunately, there is little evidence to indicate whether special educators are moving closer to this goal. In the U. S. Department of

Education annual report to Congress on data relevant to the education of students with disabilities, the section on least restrictive environment is structured around a continuum of special education services that does not include consultation, collaboration, or collaborative consultation.

Consultation, Collaboration, and Collaborative Consultation

Over the past twenty years, there has been a definite shift in advocacy from pulling students out of general education classes to providing assistance within the general education class. While no statistics exit on the extent of this shift, advocacy can be observed through the increase in the number of articles and books in special education which encourage the provision of special education services in general education classrooms. Consultation, collaboration, and collaborative consultation are three strategies which have been advocated for maintaining students with disabilities in the general education class.

Differences in the three strategies are often vague, yet issues of responsibility and expertise arise with each strategy (Refer to Table 2.1). With the introduction of a formalized special education program, responsibility for and expertise with students with disabilities shifted from general to special educators. In recent years the focus has

Table 2.1
Definitions and Descriptions of Consultation, Collaboration, and Collaborative Consultation

CONSULTATION

- focus on "increasing skill and knowledge of regular classroom teachers to intervene effectively with diverse groups of students" (Grayden et al., 1985, p. 379)
- "special education service geared primarily to students and teachers in the mainstream, with the intent of reducing the need for pullout special education services" (Huefner, 1988, p. 403)
- consultant assists and advises regular education teachers who have special needs students (Idol, 1988; Idol-Maestas, 1983; West & Brown, 1986)

COLLABORATION

- "allows special education teacher to collaborate with and to model modification strategies for regular education teachers" (Campbell, 1989, p. 2)
- "a helping relationship . . . in which one professional is an active partner with the professional seeking assistance during the problem finding, intervention, and evaluation stages dealing with a work related challenge" (Pryzwansky in West, 1990, p. 1)

COLLABORATIVE CONSULTATION

- "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (Idol et al., 1986, p. 1)
- facilitates a system of support in which regular and special educators call on each other for the needed expertise to solve problems (Johnson et al., 1990)
- "reciprocal arrangement between individuals with diverse expertise to define and develop solutions mutually" (Pugach & Johnson, 1988, p. 3)
- "mutual working together through the implementation and evaluation phases of individualizing educational programs" (Pryzwansky, 1977, p. 180)

turned to one of shared responsibility, cooperation, and equality, thus, resulting in an advocacy for the use of consultation, collaboration, or collaborative consultation

(Idol & West, 1987; Idol, West, & Lloyd, 1988; West, 1985; West & Idol, 1987).

Resource and self-contained special education services are direct service delivery models. That is, the beneficiaries of the special educator's instructional skill or expertise are the students with disabilities. Consultation and collaboration, in particular, are almost totally indirect service delivery models. As Miller and Sabatino (1978) indicate, "The teacher consultant model differs from a traditional resource room model in that it employs an itinerant special educator whose major focus is to serve handicapped children *through* the direct skill improvement of regular classrooms" (emphasis in original, p. 86). The collaborative consultation model attempts to combine direct and indirect efforts.

Consultation focuses on changing the teaching behaviors of general educators. The special educator provides advice to the general educator in solving problems related to student learning or behavior. Pryzwansky said, "Generically, <u>consultation</u> is a term defined as the process of giving advice or information" (emphasis in original, West, 1990, p. 1). The implied role of the special educator is that of expert. In this context, the special educator is viewed as the person who can give advice which, if followed

by the general educator, will lead to the correction of the students' learning or behavior problem.

Advocates of consultation have stressed an interactiveness or reciprocal relationship in consultation and disclaimed the special educator's role as expert; however, the expert role is insinuated. Idol-Maestas (1983) states

> Reciprocity is on-going, as the consultant reinforces the regular class teacher for ideas and strategies that have an effect on the student. The consultant is reinforced as the classroom teacher accepts and implements child management strategies that the consultant and mediator have prepared (p. 41).

This definition also presents the role of the special educator as one of advisor and of the general education teacher as one of implementor.

Collaboration as a method of providing educational services to students with disabilities attempts to change the focus from expert to shared responsibility. In collaboration, the special educator and general educator are to jointly define the learning or behavior problem, generate alternative solutions, and evaluate the results. With this model the special educator and general educator are to engage in joint problem solving; however, implementation continues to be the responsibility of the general educator. Also there remains the implication that the general educator has the expertise to guide, while not participating in, the

solution. As Campbell states, "The collaborative model allows a special education teacher to collaborate with and to model modification strategies for regular education teachers" (1989, p. 2).

With consultation and collaboration the emphasis is on the special educator as giver or supplier of knowledge. The role of the general educator is that of receiver and implementor. Regardless of rhetoric to the contrary, the subtle message relayed is that the special educator is the expert from whom the general educator should take advice.

In describing successful consultation within an organization, Blau (1955) said, "The establishment of partnerships of mutual consultation virtually eliminated the danger of rejection as well as the status threat implicit in asking for help, since the roles of questioner and consultant were intermittently reversed" (p. 109). Unfortunately neither the consultative nor collaborative models of service delivery provide a specific mechanism through which the general educator can give advice to the special educator.

The collaborative consultation model, on the other hand, makes explicit the give and take relationship required to make general and special educators full partners in educating students. Pugach and Johnson (1988) state that collaborative consultation is "a reciprocal arrangement

between individuals with *diverse expertise* to define and develop solutions mutually" (emphasis added, p. 3). In definition this is not much different from collaboration. However, this model attempts to acknowledge the shared responsibility and expertise of both the general and special educator. West and Idol (1987) highlight this attempt:

> The collaborative consultation model is both a teaching and a "troubleshooting" model. Here the focus is on interdependence with the intention that both consultant and consultee will benefit/learn from the mutual problem solving and that each has precise, yet diverse bases of knowledge and expertise from which solutions can be generated (p. 395).

With this focus, role responsibility can be addressed by determining the expertise of each educator.

As has been stated, consultation, collaboration, and collaborative consultation strategies for educating students with disabilities have appeared in the special education literature for more than twenty years. Yet, as several authors have pointed out, the majority of the writing has focused on justifying the use of one of these strategies or on describing methods of implementing them (Friend, 1988; Gresham & Kendall, 1987; Lily, 1987; West & Idol, 1987). Gresham and Kendall summarize this situation by stating, "Most consultation research is *descriptive research* in which researchers describe training practices in consultation, survey attitudes toward consultation, or assess

practitioner's frequency of use of consultation" (p. 312, emphasis in original).

While Gresham and Kendall may have somewhat overstated the case, the special education literature from 1970 to 1991 does dwell on description. By far the greatest number of articles have focused on the reasons special and general educators should consult (Campbell, 1989; Grayden et al., 1985; Idol, 1988; Johnson et al., 1990; McGlothlin, 1981), the role of the special educator as consultant (Cosden, 1990; Donaldson & Christianson, 1990; Evans, 1980; Evans, 1981; Haight, 1984; Huefner, 1988; Little, 1990; Montgomery, 1978; Pugach & Johnson, 1988; Reisberg & Wolf, 1988), methods or programs for training special educators as consultants (Conoley & Conoley, 1982; Givens-Ogle, 1988; Idol & West, 1987; Idol et al., 1986; Idol et al., 1988; Idol-Maestas, 1981; Idol-Maestas, 1983; McKenzie et al., 1970), and barriers to the consultation process (Johnson et al., 1988; Phillips & McCullough, 1990; Pugach & Johnson, 1988). Other areas of emphasis have included teachers' attitudes or perceptions about consultation (Semmel, Abernathy, Butera, & Lesar, 1991; Stephens & Braun, 1980; Wenger, 1979), preference in consultation model (Pryzwansky & White, 1983; West, 1985), and readiness for consultation (Cherniss, 1978).

Empirical studies of the consultation process in special education are rare, usually focusing on the student, teacher, or organization and are predominately outcome oriented. Student outcomes have primarily been measured as achievement gains. For example, Miller and Sabatino (1978) evaluated the teacher consultant model by comparing the academic achievement of students receiving resource class services to that of students receiving instruction in a class by a teacher consultant. They concluded that the teacher consultant model was "as effective in delivering instruction to special children" as traditional methods (p. 89). This conclusion, however, was supported by changes in teacher behavior, rather than academic gains of students. In a study by Knight, Meyers, and Paolucci-Whitcomb (1981), achievement gains of students in three schools using a consulting teacher model and three using traditional methods were measured. These authors did find significant gains ($p<.001$) in the reading and math scores of students in consulting teacher model schools.

Teacher outcomes have been studied in the areas of consultation preference and response. Wenger (1979) hypothesized that teacher satisfaction would be greater with the expert model, while teacher follow-through would be greater with the collaborative model. The results did not support the hypotheses. Teacher satisfaction was

significantly higher ($p<.05$) for the collaborative model and no difference in follow-through was found between the models. In their study of the preferences of teachers for consultation models, Pryzwansky and White (1983) found the collaborative consultation model to be preferred to the mental health, expert, or medical models.

Friend (1984) investigated the perceptions of principals, general education teachers, and special education teachers. She found differences between general and special education teachers. Of particular relevance to the study of consultation were two items on which special education teachers rated themselves more highly skilled than general education teachers: 1) "including regular education teachers as equal partners in planning" and 2) "regularly scheduling conferences with regular education teachers to discuss shared students" (p. 249, emphasis added).

A study by West "focused on the critical issue of interaction between regular and special educators" (1985, p. 1). Using the Consultation Preference Scale developed by Cherniss, West found that there was no difference between the preference of general and special educators for consultation and no consultation model was preferred based upon stage of consultation. West asserted,

> Since little or no communication is taking place between regular and special educators as evidenced in this study, there is virtually no data to predict how these two educator groups

> would respond in an actual consultation situation in a school setting (p. 11).

Only slight attention has been given to organizational variables, but Tollett (1971) did compare school climate before and after consultation services were provided. He found no significant changes between the eleven experimental and control schools.

In possibly the most inclusive discussion of consultation to date, West and Idol (1987) examined the special education, school psychology, guidance and counseling, organizational development, and counseling/ community psychology literature. Their purposes were to ascertain whether a theoretical base exists for the consultation process and to examine the efficacy and use of consultation. From their review of consultation research, they concluded that collaborative consultation is somewhere between a theory and knowledge base, but "has the essential elements for building theory" (p. 391). They also identified four broad variable categories: input, process, situational, and outcome. Input variables include characteristics of the consultant and consultee. Process variables are related to the consultation model, technique or style of consultation, or to the stage in the consultation process. Time, location, organization, and learning environment are identified as situational

variables. Finally, outcome variables can be divided into teacher, student, or organization.

In directing attention toward future research, West and Idol said

> Especially demanding and challenging will be the researcher's ability to develop instrumentation that includes (a) self-perceptions across consultants and consultees, (b) observable and measurably reliable exemplifications of the theoretical constructs within the consultation interactions, and (c) examination of the environmental variables (system, interpersonal characteristics, problem type, consultant/ consultee experience, etc.) which might influence the applicability of the theoretical constructs/ models (1987, p. 405).

In the summary of the current status of research, they say, "to date, the vast majority of literature in special education consultation could be categorized as being intended to justify or promote the role of the special educator as a consultant to classroom teachers" (p. 404). Little or no empirical evidence was referenced.

Teacher Autonomy

Although collaborative consultation is defined by Idol et al., (1986) as "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (p. 1), the organizational structure of schools poses a barrier. Most schools are based on the one teacher, one classroom design, regardless of whether the teacher is a special or general educator. This design also increases the educators' belief that the

classroom is solely his or her own domain. As Montgomery (1978) points out, "One of the surest ways to get the average teacher uptight is to invade her sanctuary - her classroom. Whatever your reason for being there, your presence invites her anxiety or even hostility" (p. 112).

Lortie (1969, 1975) implies that the norm of autonomy has been nurtured in schools. Specifically, the autonomy norm relates to teachers' beliefs that they should be free from interference from other adults and act toward each other in a collegial, but nonintervening manner. Wheatley (1981) asserts a stronger position by stating, "Autonomy springs from a need to be alone" (p. 268), thus, protecting the classroom, the teacher's territory.

Territorialism has been identified as a problem in implementing consultation strategies. For example, Conoley said, "Consultation will stay a peripheral service for as long as schools remain organized as if individual efforts of teachers and other specialists are the normal and preferred state of affairs" (1981, p. 497). Furthermore, Idol et al. pointed out, "Ownership of programs, communication of content, and coordination of services are but three of the major problems encountered in many schools. As an example, we have encountered feelings of territorialism among groups of teachers" (1988, p. 55). Consequently, many teachers become possessive of their classroom territory;

subsequently, autonomy is viewed by many as an indisputable prerogative.

In painting a picture of the life and workings of schools, Sergiovanni, Burlingame, Coombs, and Thurston (1980) demonstrated how the structure of schools reinforces this individual effort or aloneness norm. They say there are several regularities in school life. First, the school is time and place bound. That is, at specific times teachers are to be in specific places. The second regularity "is that there are usually one teacher and twenty or more students" (p. 257). This one teacher, one class norm reinforces the sole ownership or terretoriality.

Charters (1974) defined teacher autonomy in terms of the teacher's belief that s/he is free of external disruption, constraints, and control in the performance of the instructional role. In his view, teachers should feel a high sense of autonomy since the more autonomous the teacher feels, the more control s/he believes s/he exerts over the classroom situation. Charters, Carlson, and Packard (1976) also described teacher autonomy in terms of teacher feelings of control and freedom. Specific freedoms include the choice of methods, determination of performance criteria, and freedom from "undue surveillance of one's work performance by others" (p. 22). While Charters et al. view a high sense of autonomy as positive, Wheatley (1981)

implies that there is a point of diminishing returns, which may lead to isolation and the stifling of innovation.

Studies of teachers' sense of autonomy have usually measured teachers' feelings in relation to principal control or influence. The Sense of Autonomy Scale (SAS) has been used to ascertain teachers' feelings of autonomy in the work situation. Teachers are asked to rate their agreement or disagreement on items such as, "I feel free to try out new teaching ideas with my class" and "I feel I have little say over how the progress of my students is to be judged" (Charters et al., 1986).

Charters (1974) examined teacher autonomy as part of the Management Implications of Team Teaching project. From this study he concluded that teachers with a high sense of autonomy feel they are in control of the instructional situation, while those with a low sense of autonomy feel powerless. In a longitudinal study of the multiunit school, Charters et al. (1986) examined teacher autonomy and found that teachers in team teaching situations had a slightly lower sense of autonomy than those in schools using a traditional governance structure.

Street and Licata (1989) compared teacher autonomy, environmental robustness, and the supervisory role of the principal. In this study the supervisory role was defined in terms of the clinical supervision model, which views

supervision "as a technical process to improve instruction, rather than a managerial function to control subordinates" (p 98). Street and Licata found positive relationships between scores for supervisory expertise and teacher sense of autonomy and between teacher autonomy and environmental robustness. Although these relationships were positive as hypothesized, they were not significant. They suggested that significance was not found due to limited variance across schools on teacher sense of autonomy, but they also state, "it seems possible that the type of supervision teachers value would be one which positively supports their sense of discretion or autonomy" (p. 104).

In a study of principal vision, teacher sense of autonomy, and environmental robustness, Licata, Teddlie, and Greenfield (1990) hypothesized positive relationships between teacher sense of autonomy and perceptions of principal effectiveness and robustness of the principal role. While only weak relationships were found between these variables, they were able to conclude that "teachers tend to associate a robust principal with freedom to select the techniques of their work" (p. 98). These results tend to be consistent with those of Street and Licata; that is, if the principal's vision and supervision support the norms held by the teachers, the principal will be viewed as more robust.

Principals appear to acknowledge and uphold the norm of autonomy by their actions and beliefs. Okeafor and Teddlie (1989) found a significant relationship between administrators' confidence in teachers and beliefs about teacher autonomy. Teacher independence within the classroom seems to be a norm that has, at least, the implicit support of administrators. Teachers reinforce this support through their views of appropriate supervision.

In implementing a collaborative consultation model of service delivery, general and special educators may sense a loss of autonomy. Having to educate students with problems in learning or behavior may be perceived as disruptive to general educators and having to work jointly with another educator may be perceived as constraining and a restriction of control for both. Bridges (1967a), however, pointed out that "improvement in instruction will occur through teachers turning to their fellow teachers for needed specialized assistance"(p. 138).

The collaborative consultation strategy stresses that both the general and special educator must give up some control and allow some interference to educate students with disabilities in the general education classroom. In the collaborative consultation situation, autonomy will have to be reduced, since the freedom to control and choose in isolation is replaced by a joint effort. Additionally, as

each educator "interferes," by giving and receiving advice, role definitions must be reformulated. For example, the special educator's role becomes one that deals with modifying the existing curricular materials, collecting student performance data, and adapting instructional methods. The general educator becomes the content specialist (Little, 1990). Yet, both the general and special educator benefit from relinquishing some autonomy by "sharing responsibilities for instructional outcomes" (Huefner, 1988, p. 404).

Professional Zone of Acceptance

Just as with autonomy, the question of control may arise in defining each teacher as equal in giving and accepting advice. Although the goal of collaborative consultation is "to develop parity between special and classroom teachers resulting in shared ownership of learning and management problems of exceptional and nonachieving students participating in regular classroom instruction" (West & Idol, 1987), the question of whether each educator can accept advice from the other arises.

Making decisions about professional matters has been examined from the perspective of administrator to subordinate. Barnard (1938) identified a zone of indifference in which directives from an authority figure will be obeyed. Simon (1947) modified Barnard's zone of

indifference in which directives from an authority figure will be obeyed. Simon (1947) modified Barnard's zone of indifference term to zone of acceptance to provide a more positive connotation. Clear and Seager (1971) operationalized the zone of acceptance. They identified three domains: organizational maintenance, personal, and professional. The acceptance of administrative decisions is usually great in the organizational maintenance domain since it predominately pertains to maintaining the school plant, keeping accurate records, meeting deadlines, etc. Teachers have a narrow zone of acceptance within the personal area since this area is perceived to have little relevance to the school organization. The third area is the professional domain. "Issues in this area involve matters of professional judgement . . . It is in this later area that there is most disagreement in terms of the legitimacy of administrative influence" (Kunz & Hoy, 1976, pp. 50-51).

The Professional Zone of Acceptance Inventory (PZAI) was developed by Kunz and Hoy (1976) to "identify those areas in which an administrator can legitimately exercise influence in meeting the expectations of the superordinate role" (p. 49). In studies of the PZAI it was found that principals wish to exert greater influence on teachers' professional judgements than teachers wish to accede (Kunz & Hoy, 1976).

Bridges (1967a, 1967b) has examined decision making as a participatory activity between the principal and teachers. He stated,

> Decisions that clearly fall outside the teachers' zone of indifference are those which have consequences for them . . . when the teachers' personal stakes in the decision are high, their interest in participation should also be high. Decisions of this type are those that deal primarily with classroom affairs, e.g., method of teaching, materials to be used, content to be taught, techniques for evaluating progress of pupils, decorating and furnishing the classroom, and handling pupil disturbances (1967b, p. 52).

In order to determine if the decision was within the zone of acceptance, Bridges cited relevance and expertise. That is, will the outcome of the decision impact the teacher and does the teacher have the knowledge base to participate in the decision. Thus, as personal involvement and expertise increase so too should participation in decision making.

Although the collaborative consultation method can be viewed as one of making professional decisions, it is unlike the participatory decision making model or the professional zone of acceptance. Collaborative consultation occurs between teachers of equal rank. It is not based on a hierarchial system. The strategy presumes that both general and special educators have a personal interest in the students and their performance, as well as expertise, even if the expertise is in differing areas. As Phillips and McCullough (1990) indicate, "Development of collaborative

environments may depend on the ability of general and specialized practitioners to become 'co-consultants' skilled in communication and problem-solving processes that pool interdisciplinary content and expertise" (p. 301).

The concept of authority of expertise is vital to determining whether general and special educators will accept advice from each other. Redfern (1968) asserted that due to the "shrinking authority base of the administrator resulting from the increased amount of formal and specialized training of the teaching staff . . . the authority of expertise is more broadly distributed" (p. 47). From this viewpoint, authority is directly related to the expertise needed to make the decision in a particular situation. Therefore, a comparison of the zone of acceptance for professional judgements can be made between special and general education teachers dependent upon the specific decision.

Pluralistic Ignorance

Throughout this paper distinctions have been made between general and special educators. General educators as a group can be defined according to grade or subject area; for example, a first grade teacher, a sixth grade teacher, and a science teacher are all general educators. Special educators are defined by the classification or category of student taught; for example, a teacher of students with

autism, teacher of students with mild disabilities, and teacher of students with hearing impairments are all in the group of special educators.

As has been noted, schools have a specific structure which establishes and maintains distance between educators. First, the division of educators into categories of general and special implies that they differ in some way. It further distances them through routine activities, such as meetings of specific grade or subject area. Finally, general educators often have staff development activities of one sort, while special educators meet together for another type of activity. Thus, general and special educators are not only isolated from one another by the walls of the classroom, but also within the roles and activities of the school.

Homans hypothesized, "that persons who interact frequently are more like one another in their activities than they are like other persons with whom they interact less frequently" (1950, p. 135). Opportunities for special and general educators to interact or communicate are often limited. Limitations occur due to organizational structures and rules. Griffiths, Clark, Wynn, and Iannacocone state, "The customary network of relationships, cliques, groups, pairs, etc. comprising the informal organization of the school is related to the formal patterns of behavior and

interaction mandated by the formal organization" (1962, p. 292). Consequently, teacher relationships are frequently based on similarities related to grade or subject matter taught, lunch period assignments, proximity, etc.

The structural barriers to interaction and communication coupled with dividing instruction into general education and special education isolates these teachers from each other. One effect of this division of educators seems to be misperceptions of each group by the other. For example, general educators may believe special educators have an easy task of instruction because they only have 5, 10, or 15 students. On the other hand, special educators may believe general educators just want to get rid of troublesome students when they refer students to the special education program.

The concept of pluralistic ignorance has been used to describe how misperceptions occur (Packard, 1970). Specifically, pluralistic ignorance "refers to the shared misperception of an attitude, norm or belief held by members of a group" (Packard & Willower, 1972). These shared misperceptions can occur between and among group members when there are limitations placed on the communication and interaction opportunities. Conversely, Salerno found that "the closer the relationship among the informal group

members the less the degree of pluralistic ignorance" (1975, p. 203).

Pluralistic ignorance has been studied by comparing the pupil control beliefs or ideologies of various educator groups. Pupil control has been cited as a major objective in the organization of the school (Willower, 1975; Willower, Eidell, & Hoy, 1967). Beliefs of educators about how student conduct should be controlled have been operationalized through the Pupil Control Ideology (PCI) form. It measures pupil control beliefs on a continuum from custodial to humanistic. Custodial ideology indicates a lack of trust in students' ability to control their own behavior and a need for external control; whereas, a humanistic ideology reflects a belief in the students' ability to control their own behavior.

Packard and Willower (1972) predicted pluralistic ignorance between teachers, principals, and school counselors. They expected each group would perceive the other as more custodial than the group perceived itself. Their predictions were confirmed. Yuskiewicz and Willower (1973) found that teachers perceived other teachers and the principal as having a more custodial pupil control ideology than the teacher held for himself/herself. The findings of these two studies may be explained by Biddle, Rosencranz, Tomich, and Twyman (1966). They indicated,

> Conservative inaccuracies for the teacher are probably maintained through restriction of both communication and performance observation. It may be noted that teacher performance in the school is rarely observed by anyone other than the teacher herself and her pupils. School officials and [other] teachers must rely upon hearsay for a description of other teachers' classroom performance (p. 309).

Thus, the lack of communication and interaction seems to result in more custodial or conservative perceptions than may actually exist.

There is evidence that in effective schools principals visit classrooms and monitor instructional activities more frequently. Also, communication among teachers about student performance, the curriculum, and instructional strategies seems to be a factor in distinguishing effective from ineffective schools (see Levine & Lezotte, 1990). Even as support emerges for increasing communication and interaction among school personnel, it is possible to observe that the predominant organizational structure restricts these activities.

In a study of hearing and nonhearing teachers in a residential facility for students with hearing impairments, Vitaglino and Licata (1987) predicted pluralistic ignorance between the teacher groups. The results indicated that pluralistic ignorance did exist between hearing and nonhearing teacher groups. Vitaglino and Licata suggest a need to "take into account the conditions that allow the

social phenomenon to take place" (p. 204) when designing and implementing new programs.

Traditional methods of special education service delivery offer few opportunities for communication or interaction between general and special educators, thus increasing the probability that each group will misperceive the beliefs or attitudes of the other. By using a collaborative consultation strategy between general and special educators, on the other hand, interaction and communication become a requirement which should decrease the pluralistic ignorance between the groups.

School Climate

Collaborative consultation occurs between teachers, but happens in a school setting. It has been suggested that the climate of the school is an important situational and outcome variable in collaborative consultation (West & Idol, 1987), since the school is the setting and is influenced by those in that setting.

Barriers to collaborative consultation in the school setting include attitudes of teachers and the organizational structure of the school (Johnson et al., 1988; Phillips & McCullough, 1990). For example, teacher attitudes which may impede collaborative consultation include a lack of credibility and match in thinking between general and special educators. Organizational barriers which may hinder

collaborative consultation include a lack of time for communication and participation. According to Hoy, Tartar, and Bliss (1990), climate is likely to be a predictor of "openness in communication, authenticity, motivation, and participation" (p. 276).

Climate has also been used as an indicator of the effectiveness of a school. Brookover, Schweitzer, Schneider, Beady, Flood, and Wisenbaker (1978, 1979) examined climate and student achievement. They conceptualized climate as follows:

> The school social climate encompasses a composite of variables as defined and perceived by the members of the group. These factors may be broadly conceived as the norms of the social system and expectations held for various members as perceived by the members of the group and communicated to members of the group (p. 302).

In this study, school climate was measured by student, teacher, and principal variables. In reporting their results, they found that school climate, in conjunction with student body socioeconomic status, accounted for 44 to 72 percent of the variance in school achievement. They concluded that "the climate variables are about as good an explanation of achievement in the representative state and white school samples as composition and are a decidedly better explanation in the majority black school sample" (p. 316). This study, however, did not examine differences in the school climate based upon teacher work relationships.

Teddlie and Stringfield (in press) replicated and expanded the work of Brookover et al. Their results were similar with one important difference. They found that school climate accounted for more of the variance than did socioeconomic status.

Studies of school effectiveness have repeatedly identified an orderly school climate as important. More recently, studies have been aimed at identifying classroom processes within the school that are indicators of effectiveness (Stringfield, Teddlie, & Suarez, 1985; Teddlie, Kirby, & Stringfield, 1989; Virgilio, Teddlie, & Oescher, 1991). Teddlie et al. (1989) studied eight pairs of effective-ineffective schools. Classroom observations were used to compare practices within each group of schools. They found that effective schools had a highly visible administrator and classroom instruction clearly focused on academics.

In a review of research and practice in unusually effective schools, Levine and Lezotte (1990) discuss school climate. They report that communication, collaboration, and collegiality are emphasized. These aspects of school life focus teachers toward joint problem solving, decision making, and sharing of responsibility for student performance; all of which are essential components of the collaborative consultation process.

Organizational climate as defined by Hoy and Miskel (1987) is the "*perceptions* of the general work environment of the school; it is influenced by the formal organization, informal organization, personalities of participants, and organizational leadership" (p. 225). One method of describing the climate of schools is the Organizational Climate Description Questionnaire (OCDQ) (Halpin & Croft, 1963). This scale measures the climate of a school on a continuum from open to closed. Two clusters of factors contribute to the openness or closedness of the school. The first cluster focuses on teachers' perceptions of other teachers, while the second reflects the collective perception of teachers about the principal (Owens, 1987). A school with an open climate has a principal who is supportive and teachers "work well together and are committed to the task at hand" (Hoy & Miskel, 1987, p. 227). A school described as closed is just the opposite. That is, the teachers are suspicious and lack trust in each other and the principal closely supervises teacher activities, but fails to provide leadership or a model for teachers to follow.

The Organizational Climate Description Questionnaire has been criticized because society and schools have changed since its development in 1963. Hoy and Clover (1986), however, reported on a revision to the OCDQ for elementary

schools (OCDQ-RE). They said, "Climate has a major impact on organizational performance because it affects the motivations of individuals" (p. 94). Their revision measures teacher interactions on three dimensions - collegial, intimate, and disengaged. According to proponents of collaborative consultation, schools thus engaged would have collegial relationships. As defined by Hoy and Clover, "Collegial teachers not only take pleasure in their work and pride in their school, but they work together and respect each other as competent professionals" (p. 106).

School climate has not received much attention in the special education literature for consultation, collaboration, or collaborative consultation. As was stated previously, most of the literature in these areas emphasized description, not research. Heron and Kimball (1988) said, "The effectiveness of consultation cannot be appropriately evaluated without examining the environment in which the services are provided" (p. 24). Therefore, a question to be considered is whether or not a difference exists between the climate of schools engaged in collaborative consultation and those utilizing traditional methods of special education service delivery.

As was noted earlier, Tollett (1971) examined school climate and found no significant differences in the school

climate related to consultation. Bossard and Gutkin (1983) investigated the consultation skills of school psychologists, organizational climate, and principals' leadership behavior. Specifically, they wanted to determine whether these variables had an impact on teachers' use of consultation skills. While acknowledging a small sample size (n=10), they found that 70% of the variance was accounted for by consultant skill and the principals' leadership behavior. They concluded, "A subsidiary, but interesting, finding was that statistically significant and robust correlations were obtained between teacher and consultant ratings on the openness factor, initiating structure, and consideration scales of the OCDQ and LBDQ (Leadership Behavior Description Questionnaire)" (p. 55).

Collaborative consultation is a teacher to teacher interaction pattern. When this method of service delivery occurs, teachers are working together to provide services to students with disabilities in the general education classroom. According to Hoy and Clover,

> Teacher-teacher interactions were conceived along an open to closed continuum. Open teacher behavior is characterized by sincere, positive, and supportive relationships among the teaching staff; interactions are close, friendly, and warm; and teachers have mutual respect for each other and are tolerant of divergent ideas and behaviors. Closed behavior, in contrast, is marked by meaninglessness, divisiveness, apathy, isolation, nonsupport, and intolerance (1976, p. 107).

Therefore, as Heron and Kimball (1988) suggest, "establishing a climate of mutual trust, maintaining constructive communication, and assisting classroom teachers in assessing student difficulties" (p. 22) are important roles in the consultation process.

Conclusion

Collaborative consultation has been advocated as an effective method of providing educational services to students with mild disabilities. Advocates describe, justify, and promote training of the model. Yet, proponents of collaborative consultation also depict the school organization as posing barriers to the implementation of this strategy. With traditional methods of special education service delivery these barriers do not exist and, it could even be argued, that the structure, roles, norms, and rules are supported. Collaborative consultation as a method of service delivery, on the other hand, seeks to change these organizational characteristics.

The current study seeks to compare the attitudes of general and special educators when special education services are provided through traditional methods and through collaborative consultation. Specific attitudes to be compared are teacher autonomy, professional zone of acceptance, pluralistic ignorance, and school climate. If, as advocates of collaborative consultation imply, this

strategy changes the general and special educator relationship, it would be expected that attitudes of educators in the two situations would be different or change also.

Notes to Chapter 2

[1]Chapter 1 is part of the Education Consolidation and Improvement Act (ECIA) for State Operated Programs (SOP). EHA refers to the Education of the Handicapped Act.

CHAPTER 3

METHODOLOGY

In studying collaborative consultation, certain factors had to be taken into account. First, collaborative consultation as a method of delivering special education services is a relatively recent phenomenon in Louisiana. Within the past five years this and similar strategies have been introduced as a result of the least restrictive environment initiatives supported by personnel at the State Department of Education. Few school systems in the state are actively engaged in utilizing this method due in large part to funding restrictions. Even within the systems using collaborative consultation, it is predominately focused on the elementary and middle school levels. Second, general education teachers far outnumber special education teachers within a school and school system. The ratio may be as high as 10 to 1. However, one special education teacher may consult or have students in the classes of several general education teachers.

School system policy has had less effect on the utilization of collaborative consultation as a method of service delivery than have state funding regulations. Until recently, there has been no formalized method of funding special education teacher positions except through teacher-pupil ratios based on severity of the disabilities of the

students served. School systems which have implemented collaborative consultation models have had either to show a special class roll to fund the teacher slot or apply for a waiver through the Board of Elementary and Secondary Education (BESE) for an experimental program.

This study compared general and special education teachers and schools using collaborative consultation to general and special education teachers and schools utilizing traditional methods. To test the first set of hypotheses, teachers were the unit of analysis. In testing the second hypothesis the unit of analysis was the school.

Sample

Teachers

There are approximately forty special education teachers actively engaged in using a collaborative consultation model of service delivery to students in mild disability categories in the state of Louisiana[1]. Of these special education teachers, 22 were included in the sample. These teachers are scattered throughout four parish school systems. In three of the school systems, both collaborative consultation and traditional models of service delivery are used. The fourth school system has implemented collaborative consultation in the 3 elementary schools. Since there are no elementary or middle schools within this system which utilize traditional methods of special

education service delivery, another school system, similar in size and economic status, which utilizes only traditional methods of service delivery was chosen as a match (see Table 3.1).

Table 3.1
Demographic Comparison of School Systems in Proposed Study

School System	Number of Students Total[a]	Number of Students Sp.Ed.[b]	Number of Students Total[a]	Number of Students Sp.Ed[b]	Ethnic[a] Composition %Black	Ethnic[a] Composition %White	SES[c] %Free Lunch
A	18,667	1,414	1,059	151	27	71	28.79
B	9,708	1,340	656	122	8	88	45.18
C	8,966	877	544	100	34	65	41.09
D	2,154	254	147	28	48	52	46.89
E	3,738	320	207	30	49	51	54.01

Note. The last year for which data are available is 1991-92. The following sources of information were used in compiling this table: [a]142nd Annual Financial and Statistical Report (Bulletin 1472), Louisiana Department of Education, [b]Annual Child Count, Office of Special Educational Services, Louisiana Department of Education, [c]Office of Food and Nutrition, Louisiana Department of Education

Throughout these five school systems, 22 special education teachers providing services in resource or self-contained special education classes were selected. An attempt was made to match special education teachers using traditional methods to teachers using collaborative consultation. In matching teachers, years of experience and

sex were the primary variables. This information was obtained from the supervisor or director of special education in the school systems.

General education teachers were selected by the supervisor/director of special education of the school system or the principals of the individual schools. Twenty-two general education teachers engaged in collaborative consultation with a special education teacher were chosen. Twenty-two general educators in schools where special education teachers provide special education services through traditional methods were also chosen. A total of 44 special educators, 22 using collaborative consultation and 22 using traditional methods were included in the study, as well as 44 general educators (see Table 3.2).

Schools

In measuring school climate, the appropriate unit of analysis is the school. As was stated previously, collaborative consultation is occurring predominately at the elementary level. Therefore, this study was limited to schools at that level. Elementary, as defined by this study, includes schools for students in kindergarten through sixth grade. Schools in Louisiana often define elementary as kindergarten through fourth or fifth grade. There are also schools designated primary, which may include grades kindergarten through grades two or three. Included in this

Table 3.2
Sampling Framework for Testing Teacher Hypotheses

School System	School	# of General & Special Education Teachers using Collaborative Consultation		# of General & Special Education Teachers using Traditional Models	
		Sp.Ed.	Gen.	Sp.Ed.	Gen.
	1*	1	1		
	2*	1	1		
	3*			1	1
	4*			1	1
A	5*			1	1
	6*	1	1		
	7*			1	1
	8*	1	1		
	9*	1	1		
	10*			1	1
	1	1	1		
	2*	1	1		
B	3*			2	2
	4*	1	1		
	5*			1	1
	6*	1	1		
	7*			1	1
	1*	1	1	1	1
C	2*	1	1	1	1
	3	1	1	1	1
	4*	1	1	1	1
	5	1	1	1	1
	1*	1	1	NA	NA
D	2*	4	4	NA	NA
	3*	3	3	NA	NA
	1*	NA	NA	3	3
	2*	NA	NA	1	1
E	3*	NA	NA	1	1
	4	NA	NA	2	2
	5	NA	NA	1	1

Note. An asterisk (*) indicates the schools included in the sample.

study were 3 middle schools which include elementary students at the fourth, fifth, and sixth grade level. Regardless of the designation of elementary, primary, or

middle school, grades designated as elementary for the purpose of this study are kindergarten through sixth. Schools were selected based upon the teacher sample. That is, schools in which general and special education teachers are engaged in collaborative consultation are compared to those schools in which traditional models of special education service delivery are used.

School climate is defined as "teachers' perceptions of the work environment" (Hoy and Clover, 1986, p. 94). In order to obtain a picture of the climates of the schools in which collaborative consultation and tradition methods are being used, a representative sample of teachers was selected. Principals were asked if they would distribute the climate instrument to teachers in the school and return the completed forms in the stamped, self-addressed envelop. In schools with faculties of less than 40, 10 climate instruments were given to the principal. Fifteen climate instruments were left with principals of schools with faculties of more than 40.

In the three school systems utilizing both collaborative consultation and traditional methods of special education service delivery, the collaborative consultation teachers are spread throughout various schools in the system. There are three elementary schools in the school system using collaborative consultation predominately

(see Table 3.2). Since the two methods of service delivery cannot be compared within that school system, a comparison system was selected. The criteria for selection were based upon the comparison system having approximately the same student population, ethnic composition, and socioeconomic level, as defined by percent of students on free lunches. The mean expenditures per pupil and mean teacher salary were also used in determining the comparison system.

In the group of schools representing collaborative consultation there were 12 schools. However, permission could not be obtained from the principal of one school; thus, only 11 schools were included in the collaborative consultation group. In the school systems using traditional methods there were 13 schools. Two of the schools using traditional models of special education included grades 7 and 8. Due to the administrative difficulties of distributing instruments only to teachers in the grades categorized as elementary, only 11 schools were included. One school system uses both collaborative consultation and traditional methods in each school. This school was defined as "mixed." In this system, one school included grades 7 and 8 and was eliminated. A second school was dropped from the school sample because of a very recent change in the principal. Therefore, the total number of schools sampled was 25.

Methodology

Instruments

The Sense of Autonomy Scale (SAS) (Charters, 1974) measures teachers' feelings of autonomy in the work environment. The SAS consists of twenty-four statements which teachers rate on a four-point Likert scale from strongly disagree to strongly agree. Examples of the items on this scale include, "Much of the time I feel pressed by the daily schedule" and "Generally speaking, I believe I can decide my own pace of work as a teacher." Internal consistency reliability, as reported by Charters (1974), was .91. Street and Licata (1989) reported the Cronbach Alpha coefficient for reliability as .94. A copy of this scale is in Appendix A.

The Professional Zone of Acceptance Inventory (PZAI) (Kunz and Hoy, 1976) measures teachers' acceptance of directives from an authority figure. The original instrument included thirty situation items which teachers rated on a five point scale from never to always. The reliability of the PZAI was reported as .91 using test-retest with a week's time lapse. Hoy and Brown (1988) shortened the PZAI to a fifteen item instrument. Teachers are asked to rate items from never to always dependent upon how likely s/he would be to accept the directive of the principal. Examples of the items include: "The methods to

be used to discipline students in a classroom," "The grouping of students for classes," and "The degree of student proficiency needed to pass each grade and subject." The reliability they reported for the shortened form was .9 and the correlation between the short and long form was reported as .97. Validity was measured by the known group method using the initiating structure construct of the Leadership Behavior Description Questionnaire (LBDQ). A copy of the PZAI is found in Appendix B.

Although the PZAI has been applied predominately to the principal-teacher relationship, Haynes (1991) used the instrument to measure principals' zone of acceptance for central office directives. In adapting the instrument, Haynes retained twelve items to measure "principals' willingness to comply with central office directives in areas often reserved for principal discretion" (p. 64). For this study the Hoy and Brown version was modified by changing the wording of the directions to indicate compliance with advice of another teacher not compliance with the decision of the principal.

The Pupil Control Ideology (PCI) Form (Willower et al., 1967) was developed to measure teachers' beliefs about the control of student behavior. The instrument consists of twenty items which are rated on a five-point scale from strongly agree to strongly disagree. Sample items include:

"Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique," "Pupils can be trusted to work together without supervision," and "Pupils often misbehave in order to make the teacher look bad." The range of scores is 20 to 100. Split-half reliability, using odd to even item subscores, was reported as .91 with a Spearman Brown coefficient of .95. Validity was measured by asking principals to judge the PCI of various teachers. A cross validation revealed that "the differences in teachers judged to be custodial in ideology and teachers judged to be humanistic was significant at the .001 level" (p. 14).

Vitagliano (1985) designed three forms of the PCI to measure pluralistic ignorance. Form 1 asked teachers to report their own beliefs about pupil control. Form 2 asked teachers to report how they believed "typical hearing teachers" would respond. Form 3 asked teachers to report how they believed typical "non-hearing teachers" would respond. The alpha reliability coefficients for these forms ranged from .69 to .89. The mean coefficient of reliability was .79. In this study, three forms of the PCI were also used. The first asked the educator to report his/her own beliefs. Form 2 was administered to general educators and asked them to indicate how they believe the "typical special education teacher would respond." Form 3 asked special educators to indicate how they feel the "typical general

education teacher would respond." The three forms of the PCI used in this study are found in Appendix C.

The Organizational Climate Description Questionnaire-Revised Elementary (OCDQ-RE) (Hoy and Clover, 1986) measures teachers' perceptions about the work environment. The OCDQ-RE consists of 42 simple statements, such as "Faculty meetings are useless" and "Teachers help and support each other." Items are rated on a four-point Likert scale from rarely occurs to very frequently occurs. A copy of this instrument is found in Appendix D.

There are six subscales - three principal dimensions and three teacher dimensions. These dimensions were obtained by using factor analysis. The reliability scores for the three teacher dimensions were reported as .75 (Disengaged), .90 (Collegial), and .86 (Intimate). For the three principal dimensions, reliability coefficients were .89 (Directive), .95 (Supportive), and .80 (Restrictive). Construct validity was supported by the stability of the factor structure. A second-order factor analysis established an openness dimension and closedness dimension (Hoy, Tarter, & Kottkamp, 1991).

Copies of the four instruments are found in Appendices A-D. Specific demographic information which was requested from respondents is shown on the last page of Appendix D.

Demographic information was based upon information used in previous studies using these instruments.

Superintendents of the five school systems were contacted via letter to request the participation of their school system. Attached to the letter was a brief, general summary of the research study (see Appendix E). Superintendents were asked to indicate their agreement to participate on an enclosed self-addressed, stamped postcard.

The researcher traveled to each of the school systems and spent two to three days in each of the three combination sites and one to two days in the other two sites. During those days, the instruments were administered in an individual setting or to small groups of teachers.

There were 5 teachers who did not complete the instruments at the time of the on-site visit, due either to prior commitments or conflicts in scheduling; they were given a stamped and self-addressed envelop to return the instruments to the researcher. Only one teacher failed to return the instruments and a follow-up telephone call failed to elicit a response.

Quantitative data is valuable because it lends itself to comparison; since there are concerns about the sample size of this study qualitative data were also gathered. After the administration of the instruments, interviews were conducted with, at least, two special educators and two

general educators in each school system. The interviews were semi-structured. The original design was based on Patton's (1990) open-ended question technique, but during the interviews probes and additional questions were used when responses were unclear or amplification was desirable. A copy of the interview guide is in Appendix F. Observations of classrooms were also made during the time spent in the schools. These observations were recorded as informal, running commentaries of the classroom environments and were intended as a means of setting the stage for the teacher interview responses.

Hypotheses Testing

Table 3.3 shows the teacher comparisons matched with the hypotheses presented in this study. For the SAS, PZAI, and PCI form, the unit of analysis is the teacher.

In testing the hypothesis for school climate, the unit of analysis is school mean scores. Specifically, the mean scores of schools categorized by teacher use of collaborative consultation were compared to schools in which traditional methods of special education service delivery are used.

This study tested the hypotheses about teacher attitudes using three instruments. Table 3.3 shows, in symbol form, each of the hypotheses with the instrument to be used. Below are the eight teacher hypotheses:

Table 3.3
Comparisons of Teacher Mean Scores on Autonomy, Professional Zone of Acceptance, and Pupil Control Ideology

	TEACHERS	
Instruments	General Education	Special Education
SAS	$\bar{X}_{GC} < \bar{X}_{GT}$ $(H_{1.A})$	$\bar{X}_{SC} < \bar{X}_{ST}$ $(H_{1.B})$
PZAI	$\bar{X}_{GC} > \bar{X}_{GT}$ $(H_{1.C})$	$\bar{X}_{SC} > \bar{X}_{ST}$ $(H_{1.D})$
PCI	$[\bar{X}_{G(S)} > \bar{X}_{S(Se)}]$ $(H_{1.E})$	
	$\bar{X}_{GC(S)} < \bar{X}_{GT(S)}$ $(H_{1.G})$	
		$[\bar{X}_{S(G)} > \bar{X}_{G(Se)}]$ $(H_{1.F})$
		$\bar{X}_{SC(G)} < \bar{X}_{ST(G)}$ $(H_{1.H})$

CODES:
GC=General educators-collaborative consultation
GT=General educators-traditional
SC=Special educators-collaborative consultation
ST=Special educators-traditional
G(S)=General educators' perceptions of special educators
G(Se)=General educators' self-report
GC(S)=General educators' (collaborative consultation) perceptions of special educators
GT(S)=General educators' (traditional) perceptions of special educators
S(G)=Special educators' perceptions of general educators
S(Se)=Special educators' self-report
SC(G)=Special educators' (collaborative consultation) perceptions of general educators
ST(G)=Special educators' (traditional) perceptions of general educators
[ ]=Hypotheses tested for general educators and special educators as a group

Hypothesis $_{1.A}$: General education teachers engaged in collaborative consultation (GC) will score lower on the SAS than will general education teachers who utilize traditional service delivery models (GT).

Hypothesis $_{1.B}$: Special education teachers engaged in collaborative consultation (SC) will score lower on the SAS than will special education teachers who utilize tradition service delivery models (ST).

Hypothesis $_{1.C}$: General education teachers engaged in collaborative consultation (GC) will have a wider PZAI than will general education teachers who utilize traditional service delivery models (GT).

Hypothesis $_{1.D}$: Special education teachers engaged in collaborative consultation (SC) will have a wider PZAI than will special education teachers who utilize traditional service delivery models (ST).

Hypothesis $_{1.E}$: General education teachers [G(S)] will perceive the PCI of special education teachers to be more custodial than special education teachers [S(Se)] will report themselves to be.

Hypothesis $_{1.F}$: Special education teachers [S(G)] will perceive the PCI of general education teachers to be more custodial than general education teachers [G(Se)] will report themselves to be.

Hypothesis $_{1.G}$: General education teachers [GC(S)] engaged in collaborative consultation will perceive the PCI of special education teachers to be more humanistic than will general education teachers [GT(S)] who utilize traditional service delivery models.

Hypothesis $_{1.H}$: Special education teachers [SC(G)] engaged in collaborative consultation will perceive the PCI of general education teachers to be more humanistic than will special education teachers [ST(G)] who utilize traditional service delivery models.

One general hypothesis about the climate of schools will be tested using the OCDQ-RE. This hypothesis states:

Hypothesis $_{2}$: Schools where general education and special education teachers engage in collaborative consultation will have a more open climate than will schools which utilize traditional service delivery models.

Data Analysis

In analyzing the teacher mean scores, analyses of variance (ANOVAs) were used to test each subhypothesis. For the hypothesis on school climate, a t-test was used to determine if schools in which collaborative consultation is occurring are more open than schools utilizing traditional

methods. Based upon an examination of the principal and teacher subscale scores, a t-test was also used to determine whether there was a significant difference between the two types of schools.

Notes to Chapter 3

[1]To ascertain school systems in which collaborative consultation is occurring in Louisiana, I communicated with Louisiana Department of Education personnel, supervisors/ directors of special education, and personnel from the University of New Orleans who have been working on the least restrictive environment initiatives. These communications occurred during the Fall of 1991 and Fall of 1992. In these communications, I learned that four school systems are actively involved in utilizing collaborative consultation. The term active is used to indicate that at least one-fourth of the elementary/middle schools within a particular school system are utilizing a collaborative consultation model.

CHAPTER 4

RESULTS

The problem examined in this study was whether there are differences in teacher attitudes and perceptions when they are engaged in collaborative consultation as compared to utilizing traditional methods of special education service delivery. The attitudes surveyed measure teacher working relationships, specifically sense of autonomy, acceptance of advice, and pluralistic ignorance. This study also examined the climate of schools utilizing collaborative consultation and traditional models of special education service delivery to determine if differences exist.

Teachers' Data

The attitudes and perceptions of general and special educators were expected to differ depending upon the type of working relationship they had. In other words, it was predicted that teachers using traditional models of special education (where one teacher is assigned one classroom and responsible for the students in that classroom) would have attitudes towards and perceptions of other teachers that differed from teachers engaged in collaborative consultation. Teachers using collaborative consultation, on the other hand, often work in the same classroom, thus sharing both classroom space and the responsibility for student performance.

Teachers were grouped according to the special education model of service delivery: general educators engaged in collaborative consultation, special educators engaged in collaborative consultation, general educators using traditional methods, and special educators using traditional methods. Three instruments were used to measure teacher attitudes and perceptions among the four groups: Sense of Autonomy Scale (SAS), Professional Zone of Acceptance (PZAI), and Pupil Control Ideology (PCI).

Eighty-seven of the 88 (99%) general and special educators in the sample responded to the instruments. The instruments were administered individually or in small groups to teachers during the school day. The responses from teachers utilizing traditional models of special education included 21 general educators and 22 special educators. Twenty-two general educators and 22 special educators engaged in collaborative consultation responded to the instruments. The majority of the teachers were female (n=83 or 95% of the respondents).

The only noticeable difference among the four teacher groups was age. Twenty of the 22 (91%) special education teachers engaged in collaborative consultation were under the age of 40. By comparison in this age category, there were 13 special educators (59%) using traditional models, 13 general educators (62%) engaged in collaborative

consultation, and 12 (55%) general educators utilizing traditional methods. Overall, the special educators engaged in collaborative consultation were the youngest group. All educators in this sample had at least a Bachelor's degree, usually within the area of education. Table 4.1 shows a comparison of the four teacher groups.

Table 4.1
Demographic Information

		REGULAR EDUCATORS Trad. (n=21)	Coll.-Cons. (n=22)	SPECIAL EDUCATORS Trad. (n=22)	Coll.-Cons. (n=22)	TOTAL (n=87)
Age	20-29	3	7	7	7	24
	30-39	9	6	6	13	34
	40-49	6	6	7	2	21
	50-59	3	2	2	0	7
	60-69	0	1	0	0	1
Highest Degree	BS/BA	12	19	16	15	62
	MED/MS	7	0	4	5	16
	Special.	0	0	1	0	1
	MED+30	2	3	1	2	8
Undergrad. Degree	within Education	19	22	21	20	82
	outside Education	1	0	1	1	3
Graduate Degree	within Education	10	9	9	10	38
	outside Education	0	0	0	1	1
Years of Experience	< 5	3	7	8	6	24
	5-10	5	5	1	6	17
	11-15	5	4	6	4	19
	16-20	5	1	2	5	13
	20-25	2	3	2	1	8
	25+	1	2	2	0	5

Sense of Autonomy

The Sense of Autonomy Scale (SAS) measures how much control a teacher believes s/he has over the classroom situation. Schools have historically been organized around the one-teacher, one-class structure which encourages feelings of autonomy. Collaborative consultation requires a change in the classroom structure, as well as the role of the teacher. The collaborative consultation model of service delivery presumes that the general and special education teachers share responsibility for student performance, as well as sharing the same classroom at various times. It was predicted that teachers engaged in collaborative consultation would have a lower sense of autonomy than would teachers utilizing traditional models of special education. The hypotheses stated:

($H_{1.A}$): General education teachers engaged in collaborative consultation (GC) will score lower on the SAS than will general education teachers who utilize traditional service delivery models (GT).

($H_{1.B}$): Special education teachers engaged in collaborative consultation (SC) will score lower on the SAS than will special education teachers who utilize tradition service delivery models (ST).

Special education teachers engaged in collaborative consultation did score lower on the SAS than special educators using traditional methods. General educators engaged in collaborative consultation, however, scored higher than general educators using traditional methods. There were no significant differences in the scores, although the difference in the scores of special educators was greater than that of general educators and approached significance [$F(1,42)=1.98$, $p<.17$]. See Table 4.2 for the group means on the SAS.

Professional Zone of Acceptance

The PZAI was developed by Kunz and Hoy (1976) to measure the degree of teacher acceptance of hierarchial authority. In this study, it was adapted to test the degree of teacher acceptance of lateral expertise, where expertise is defined as one type of authority. Specifically, the instrument measures the degree to which one teacher expresses willingness to accept advice from another teacher. Thus, the higher the score, the more likely the teacher is to accept advice. Reliability for this modified version of the PZAI was not calculated.

The collaborative consultation model presumes that both general and special educators have diverse areas of expertise. The general educator is viewed as a curriculum specialist, while the special educator is viewed as having

Table 4.2
Teacher Mean Scores on Autonomy, Professional Zone of Acceptance, and Pluralistic Ignorance (PCI)

	TEACHERS			
INSTRUMENTS	GC	GT	SC	ST
SAS	74.36	73.00	72.73	75.68
PZAI	55.77	53.38	50.73	50.50
PCI				
about SP. ED.	59.32	60.43		
about GEN. ED.			60.59	65.62

Note. The range for each of the variables was as follows:

	SAS	PZAI	PCI
GC	60-93	36-74	44-82
GT	57-92	44-70	48-75
SC	59-81	38-60	40-77
ST	56-88	38-60	53-81

expertise in various instructional strategies or modifications. With traditional models, even though general and special educators have expertise, they often do not have opportunities to access each other's expertise. The following hypotheses were posed:

($H_{1.C}$): General education teachers engaged in collaborative consultation (GC) will have a wider PZAI than will general education teachers who utilize traditional service delivery models (GT).

($H_{1.D}$): Special education teachers engaged in collaborative consultation (SC) will have a wider PZAI than will special education teachers who utilize traditional service delivery models (ST).

It was predicted that teachers using collaborative consultation would be more willing to accept advice from another teacher than would teachers using traditional models of special education service delivery. The results were in the direction predicted, with general and special educators engaged in collaborative consultation being more likely to accept advice from another teacher; however, the differences were not statistically significant. In fact, the mean scores of special educators in both groups were very similar and several points lower than general educators. Refer to Table 4.2 for group means on the PZAI.

Pluralistic Ignorance

Misperceptions between groups has been conceptualized as pluralistic ignorance. Pluralistic ignorance is expected when there is little contact between groups, since the possibility for misperceptions increases as the contact between groups is reduced. This concept is tested in this study using the Pupil Control Ideology (PCI) developed by Willower et al. (1967).

With traditional methods of education, teachers seldom have the opportunity to communicate, interact, or work

together. Conversely, teachers engaged in collaborative consultation see each other frequently in the classroom and share in the responsibility for educating students. With this increased contact between general and special educator, a reduction in the pluralistic ignorance between the educators was predicted. The hypotheses tested the following predictions:

($H_{1.G}$): General education teachers [GC(S)] engaged in collaborative consultation will perceive the PCI of special education teachers to be more humanistic than will general education teachers [GT(S)] who utilize traditional service delivery models.

($H_{1.H}$): Special education teachers [SC(G)] engaged in collaborative consultation will perceive the PCI of general education teachers to be more humanistic than will special education teachers [ST(G)] who utilize traditional service delivery models.

The results were in the direction predicted for both hypotheses, but not statistically significant. The difference in mean scores for special educators did approach significance [$F(1,41)=2.53$, $p<.12$]. See Table 4.2 for the group mean scores.

None of the teacher group hypotheses were found to be statistically significant, although five of the six hypotheses were in the direction predicted. Table 4.3 shows the F-values and p-levels of each hypothesis.

Two additional hypotheses on pluralistic ignorance were tested. Specifically, these hypotheses predicted that

Table 4.3.
F-values and p-levels for Hypotheses on SAS, PZAI, and PCI

Hypothesis	Comparison	$\bar{X}$'s-predicted direction?	F-value	p-level
$H_{1.A}$	GC < GT	NO	0.30	p=ns
$H_{1.B}$	SC < ST	YES	1.98	p<.17
$H_{1.C}$	GC > GT	YES	0.66	p=ns
$H_{1.D}$	SC > ST	YES	0.01	p=ns
$H_{1.E}$	G(S) > S(Se)	YES	18.97	p<.000
$H_{1.F}$	S(G) > G(Se)	YES	18.32	p<.000
$H_{1.G}$	GC(S)<GT(S)	YES	0.15	p=ns
$H_{1.H}$	SC(G)<ST(G)	YES	2.53	p<.12

Note. The codes are as follows:
GC = General educators-collaborative consultation
GT = General educators-traditional
SC = Special educators-collaborative consultation
ST = Special educators-traditional
G(S) = General educators' perceptions of special educators
G(Se) = General educators' self-report
GC(S) = General educators' (collaborative consultation) perceptions of special educators
GT(S) = General educators' (traditional) perceptions of special educators
S(G) = Special educators' perceptions of general educators
S(Se) = Special educators' self-report
SC(G) = Special educators' (collaborative consultation) perceptions of general educators
ST(G) = Special educators' (traditional) perceptions of general educators
ns = not significant

differences in pluralistic ignorance exist between general and special educators:

($H_{1.E}$): General education teachers [G(S)]will perceive the PCI of special education teachers to be more custodial than special education teachers [S(Se)] will report themselves to be.

($H_{1.F}$): Special education teachers [S(G)]will perceive the PCI of general education teachers to be more custodial than general education teachers [G(Se)] will report themselves to be.

The test of these hypotheses indicated that pluralistic ignorance does exist between the two groups. General educators perceive special educators as being more custodial [$F(1,85)=18.97$, $p<.0000$] or controlling of pupils' behavior than special educators report about themselves ($\overline{X}_{R(S)}=59.9$; $\overline{X}_{S(SE)}=51.7$). An even greater mean difference [$F(1,84)=18.32$, $p<.0000$] was found between special educators' perceptions of general educators and the self-report of general educators ($\overline{X}_{S(R)}=63.1$; $\overline{X}_{R(SE)}=53.8$).

Additional Analysis

Although no significant differences were found between the teacher groups on the PZAI, there appeared to be differences between the total general educator group and special educator group (see Table 4.2). Thus, an additional test was run to determine whether there were significant differences between the two groups, as was found with pluralistic ignorance. The difference between general

educators and special educators on the adapted version of the professional zone of acceptance inventory was significant [$F(1,85)=5.27$, $p<.02$]. General educators' mean scores were higher ($\overline{X}=54.6$) than special educators' mean scores ($\overline{X}=50.6$), indicating a greater willingness on the part of general educators to accept advice from another teacher.

School Data

According to Givens-Ogle (1988), there are six requirements for the accomplishment of collaborative consultation, including proper allocation of time, administrative support, open communication systems, and adequate training. These requirements can be defined in terms of the behaviors and attitudes of both the principal and the teachers in the school, thus, leading to the presumption that when collaborative consultation is used in the school a difference exists in the school. West (1985) implied that the climate of the organization must be conducive to collaborative consultation and that collaborative consultation results in a difference in the climate of the organization. In other words, regardless of situation or outcome, he predicted differences between schools in which collaborative consultation is occurring and those utilizing traditional special education service delivery models.

Schools were chosen based upon the teacher sample in this study. (Refer to Table 3.2.) Schools were categorized based upon the service delivery model used by the special education teachers in this study. Therefore, schools in which the special education teacher was engaged in collaborative consultation were categorized as "collaborative consultation schools;" whereas schools in which the special education teacher provided instruction in a self-contained or resource classroom were categorized as "traditional schools."

Permission was requested and instruments were distributed to principals in 25 schools. Usable instruments were returned by the principals from 16 of those schools (84%). Two of these schools could not be categorized based upon the teacher sample since neither model of special education service delivery was identified as more predominant than the other. From the 14 remaining schools, 8 were categorized as collaborative consultation and 6 as traditional. The teacher response rates for the schools included ranged from 29%-100%, with 89 teacher respondents from collaborative consultation schools and 68 in traditional schools. Fifty-two of teachers who completed the SAS, PZAI, and PCI were also included in these respondents.

School Climate

As defined by Hoy and Clover (1986), "school climate is the teachers' perceptions of the work environment" (p. 94). School climate was measured in this study using the OCDQ-RE. This instrument is composed of two dimensions with three subscales in each. One dimension is principal openness, which measures the principal's supportive, directive, and restrictive behavior. The second dimension is teacher openness. The three teacher subscales are collegial, intimate, and disengaged behavior.

Collaborative consultation as a method of special education service delivery implies that schools will be characterized by open communication, administrative support, and collegial relationships. To test whether differences in school climate exist, the following hypothesis was posed:

(H_2) Schools where general education and special education teachers engage in collaborative consultation will have a more open climate than will schools which utilize traditional service delivery models.

To score the OCDQ-RE, an average school score is calculated for each item. Items are then combined according to a formula to derive the subscale scores. Hoy et al. (1991) recommend standardizing the subscale scores in order to make school comparisons easier. After the subscale scores are

calculated, the principal and teacher dimensions are computed. These dimensions are combined to arrive at the school climate score. See Table 4.4 for the climate scores of each school.

Table 4.4
Standard Scores on the OCDQ-RE for Schools Using Collaborative Consultation and Traditional Models

SCHOOLS	
Collaborative-Consultation (C) (n=8)	Traditional Models (T) (n=6)
899	916
1109	1062
1156	1136
1137	1100
1165	1127
1014	1087
1186	
1152	

The t-test of the hypothesis showed no significant differences [$t(14)=.65$, p=ns] between the two types of schools ($\overline{X}_C=1071$, $\overline{X}_T=1020$). With the exception of one outlier school, the collaborative consultation schools had scores of 1000 or greater. Due to the span of more than 100 points between the collaborative consultation school with a score of 899 and the next score, this outlier school was dropped (Glass and Hopkins, 1984) and the t-test was rerun. The result indicated a difference in the predicted direction between the collaborative consultation schools ($\overline{X}_C=1131$) and traditional schools ($\overline{X}_T=1020$) which approached significance [$t(13)=1.52$, $p<.16$].

Hoy et al. (1991) gave guidelines on how to use the standard scores on the subscales to determine the openness of the principal and teacher. A high score is expected in open schools on principal support, teacher collegiality, and teacher intimate behavior; whereas a low score is expected in those schools for principal directive and restrictive behaviors and teacher disengaged behavior. The following points are used for dividing the scores along a continuum from high to low: above 600 very high, between 476 and 524 average, below 400 very low (Ibid). School climate is the combination of principal and teacher openness scores. The four categories of school climate are open, engaged, disengaged, and closed.

An open climate is characterized by cooperation and respect between the principal and teachers and among the teachers. Principals are very supportive of teachers and allow them freedom to perform instructional activities without undue scrutiny (low directiveness) and the burden of unnecessary paperwork (low restrictiveness). Teachers respect the professional abilities of colleagues (high collegiality) while also forming close personal relationships with each other (high intimacy). "They cooperate and are committed to teaching and their job (low disengagement)" (Hoy et al., 1991, p. 39)

An engaged climate is one in which the principal does not support teachers, attempts to control the instructional role of teachers (high directiveness), and assigns unnecessary tasks (high restrictiveness). In spite of the principal's attempts to dominate, teachers demonstrate high collegiality, intimacy, and educational committment (low disengagement).

In a school with a disengaged climate, on the other hand, the principal supports the educational efforts of the teachers. S/he gives them the freedom to conduct educational activities without needless supervision or busywork (low directiveness, low restrictiveness). The teachers, however, do not like each other (low intimacy) nor do they respect the professional skills of other teachers (low collegiality). They go through the routine of the job without commitment or enthusiasm.

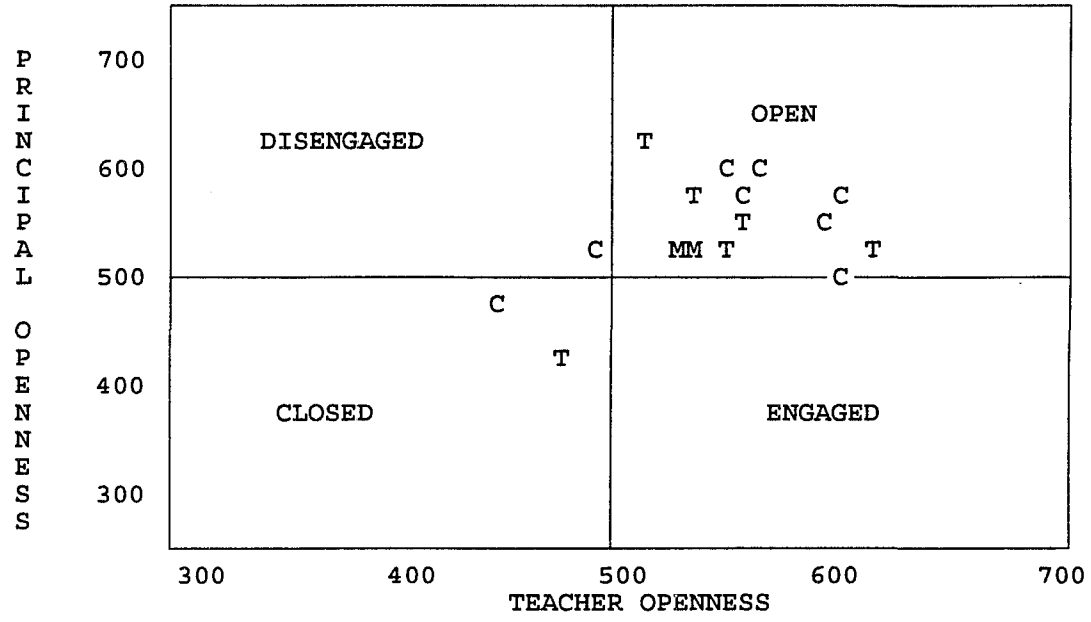
Hoy et al. (1991) describe the closed climate as:

> "The closed climate is the antithesis of the open. The principal and teachers simply go through the motions, with the principal stressing routine trivia and unnecessary busywork (high restrictiveness) and teachers responding minimally and exhibiting little commitment to the tasks at hand (high disengagement)" (p. 159).

A closed climate is characterized by principal's behaviors which indicate low support, high restrictiveness, and high directiveness. Teachers' behaviors indicate low

collegiality and intimacy among teachers and high disengagement from the educational task.

All 16 schools were compared by plotting the principal openness score to the teacher openness score. Figure 4.1 compares the 16 schools on the principal and teacher dimensions, thus indicating the openness of the school.



Note. The codes are as follows:
C=Collaborative Consultation Model
T=Traditional Models
M=Mixed Models

Figure 4.1. Plot of School Climate

This plot shows that the majority of the schools have an open climate, regardless of the type of special education service delivery model used. However, the two collaborative consultation schools in the school system using this model

predominantly fall into the closed climate and disengaged climate categories. On the other hand, in the school system utilizing traditional models exclusively, the one school that responded revealed an open climate.

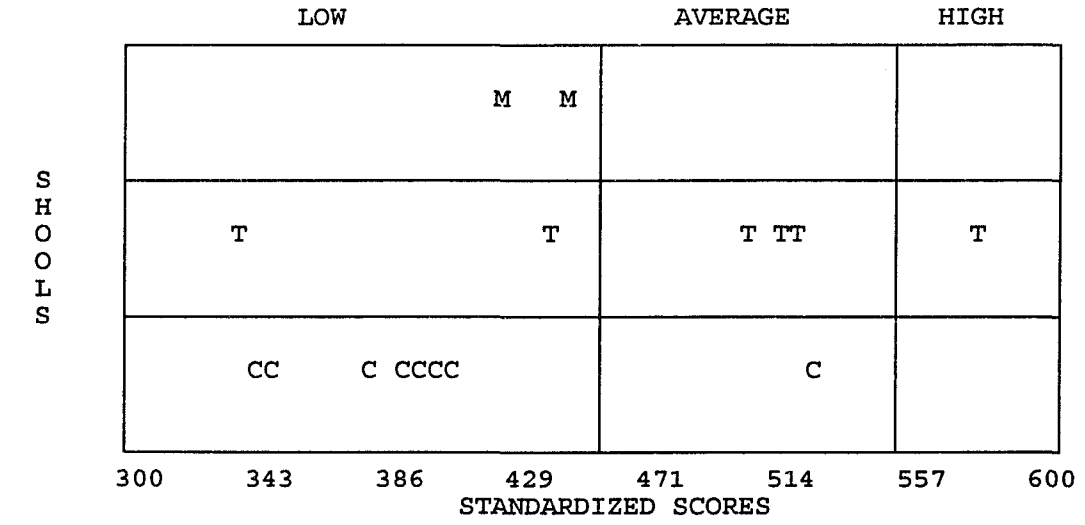
As was stated above, each dimension of school climate is comprised of three subscales. In the principal dimension, it would be expected that principal support would be high, while restrictive behavior would be low. It would be expected that in collaborative consultation schools, teacher collegiality would be high and disengaged behavior low. Each subscale was examined to ascertain similarities and differences between the school categories.

Principal support scores in all 16 schools varied by only one point, indicating that the principals' support of teachers was essentially the same in collaborative consultation and traditional schools. In general, principal restrictive behavior was lower in collaborative consultation schools with a mean score of 311 compared to 387 in traditional schools; however, the t-test did not reveal a significant difference between the two types of schools [$t(13)=-1.84$, $p<.11$]. Although the differences are not great, it is of interest to note that principals' scores clustered toward the low end for collaborative consultation schools, while being spread out from low to high in traditional schools.

in collaborative consultation schools, as compared to a range of 494 to 532 in traditional schools, indicating great similarity in the two types of schools. However, teachers' scores on the measure of disengaged behavior showed greater differences between the two categories of schools. The mean disengaged teacher behavior score (394) for collaborative consultation schools was considerably lower than that of the traditional schools (476) [$t(13)=-2.81$, $p<.03$]. A comparison of all 16 schools shows that the majority of collaborative consultation schools have low disengaged behavior, while traditional schools have average to high scores. See Figure 4.2 for a comparison of all schools.

Summary

The results reported in this chapter indicate that differences do exist in the attitudes of general and special educators based upon the type of working relationship, although statistical tests did not reach significance for most of the hypothesized relationships. Significant differences in the predicted direction were found between the total groups of general and special educators on the concept of pluralistic ignorance. Statistically significant differences in the predicted direction were also found between general and special educators on their willingness to accept advice or expertise from another teacher.



Note. The codes are as follows:
C=Collaborative Consultation Model
T=Traditional Models
M=Mixed Models

Figure 4.2. Disengaged Teacher Behavior

Teacher scores on collegiality ranged from 499 to 540 No difference was found in the climate between schools characterized as collaborative consultation and traditional. The reported support of the principal was similar in both types of school; although some differences were found in his/her directiveness, these were not great. The collegial relationships of teachers were almost identical in both types of school; however, teachers reported significantly greater disengaged behavior in traditional schools than in collaborative consultation schools.

There is a need, therefore, to further determine from teachers if these obtained differences are "educationally"

significant to them. Chapter 5 is aimed at examining teacher attitudes and perceptions related to each of the instruments used in this study through responses of teachers to interview questions.

CHAPTER 5

INTERVIEW AND OBSERVATION RESULTS

Introduction

In Chapter 4 the results of the statistical tests of the hypotheses about teachers' sense of autonomy, professional zone of acceptance, and pluralistic ignorance were reported. This chapter examines these variables from the perspective of observations of and interviews with general and special educators engaged in collaborative consultation and those using traditional methods.

This chapter has two major sections. The introductory section includes a discussion of the design for collecting the qualitative data and method used for analysis. The second section presents case studies of the four groups of teachers according to special education service delivery model - traditional general educator, traditional special educator, collaborative consultation general educator, and collaborative consultation special educator.

Design

Five school systems were included in this study. Three of the systems use a combination of collaborative consultation and traditional methods in elementary schools. In each of these systems, a general and special educator engaged in collaborative consultation were interviewed, as well as a general educator and special educator utilizing

traditional methods of special education. In the school system in which collaborative consultation is used exclusively at the elementary level, two general and two special educators were interviewed. Similarly, in the system which uses only traditional methods of special education, interviews were conducted with two general and two special educators.

In Case Study Research Yin (1989) differentiates between the "sampling" logic of survey research and "replication" logic of case studies. He suggests that greater emphasis should be placed on the theoretical propositions being studied than on the number and method of selecting the sample. Specifically he says, "the case study, like the experiment, does not represent a 'sample,' and the investigator's goal is to expand and generalize theories (analytic generalization) and not to enumerate frequencies (statistical generalization)" (p. 21). Thus, he recommends including multiple case studies or replications as a means of increasing external validity.

In this study, four case studies were conducted, one for each group of educators. Selection of specific educators in each of the systems was arbitrary in that no set selection pattern or random method was chosen. However, prior to visiting the school systems, it was determined that four teachers in each system would be interviewed.

Therefore, a total of 20 teachers were included in this part of the study.

All school visits were scheduled for mornings; however, changes had to be made and a few of the interviews began around lunchtime. Observations occurred primarily in the morning, but some time was spent with teachers at lunch and at the end of the school day. The observations were recorded as informal, running commentaries on the school and classroom environments. The observations were intended as a means of setting the stage for teacher interview responses (Patton, 1990).

The interviews were semi-structured with the original design of the interview guide being based on Patton's (1990) open-ended question technique. The questions were divided into four categories. The first category includes questions which were asked of all teachers in the four groups. The second and third categories were questions directed specifically toward traditional general educators and traditional special educators, respectively. The fourth category was one question which was posed to general and special educators engaged in collaborative consultation. During the interviews probes and additional questions were used when responses were unclear or amplification was desirable. (See Appendix F for a copy of the Interview Guide.) All interviews were taped with permission from the

teacher and were conducted in teachers' lounges, school libraries, classrooms, or in the foyer of the school.

The equivalent of eleven school days were spent in the 10 schools observing and interviewing teachers. Time spent with individual teachers ranged from 40 minutes to almost three hours. Individual interviews lasted from 10 minutes to almost an hour, dependent upon restraints imposed at the school level and teachers' detail in responses. In some schools, principals expressed concern over the amount of time teachers would be out of class, thus, imposing some constraints on the amount of probing or elaboration requested. In a few instances, teachers gave very brief responses and, although probes were used, little elaboration was elicited.

Analysis of the Cases

The method for presenting the results of the observations and interviews is through an examination of each category of teacher: traditional general educator, traditional special educator, collaborative consultation general educator, and collaborative consultation special educator. Yin (1989) poses the dilemma of using real or anonymous identities and indicates that when the purpose of the case study is "to portray an 'ideal type,'. . . there may be no reason for disclosing true identities"(p. 143). This is the rationale used here, although substituting the

word 'typical' or 'usual' for 'ideal' might be more accurate. 'Ideal' implies a value judgement or standard toward which one strives; whereas, using the word 'typical' or 'usual' implies a description of common or ordinary characteristics.

In analyzing teacher responses, similar or like responses were grouped and described together before noting instances of difference. The observations in the classroom settings were used to provide the context for what occurs between general and special educators. The classroom descriptions are intended to reflect a composite picture instead of any one classroom. These descriptions are thus intended to represent the "usual" or "typical," although variations do occur from classroom to classroom and teacher to teacher.

Figure 5.1 shows the interview questions categorized according to the teacher variables. Although specific questions were paired with these variables, the responses of teachers during the interviews sometimes overlapped.

Case Studies

Teachers in this study represented two educator "pairs:" the "traditional" teachers which include the general educator who has special education students from the resource or self-contained class and the special educator who teaches in a resource or self-contained class and the

Sense of Autonomy

6. What opportunities have you had to work with another teacher in this school?

8G. You have special education students in your classroom. Can you describe the effect this has had on your methods of instructing?

8S. Your students attend general education classes for some of the day. Can you describe how you and the general education teacher work together?

9S. How much time each week would you say you spend working with general education teachers who have students from your class?

8C. You have been working with the (general)(special) education teacher this year. Would you tell me how each of you works with the students in the classroom?

Professional Zone of Acceptance

1. How frequently do you talk to other teachers about students in your class?

2. What are some of the areas you discuss?

3. Can you describe any situations in which another teacher has come to you for assistance or advice?

4. Can you describe any situations where you've gone to another teacher for assistance?

9G. In what ways do you and the special education teacher communicate about the educational needs of special education students? (How much time each week?)

Pluralistic Ignorance

5. In thinking of (other special education) (other general education) teachers in this school, how would you describe their perceptions of (general) (special) education teachers?

Figure 5.1. Categorization of Interview Questions According to Teacher Variables

collaborative consultation pair which includes a general and special educator engaged in collaborative consultation. In presenting the case studies each "pair" will be described separately. Within each pair, general and special educators

are described independently. These groups of teachers are then compared and contrasted for the purpose of testing the hypotheses on the three primary variables in this study - teachers' sense of autonomy, professional zone of acceptance, and pluralistic ignorance.

The responses of teachers to interview questions do indicate differences in attitudes and perceptions among general and special educators based upon the specific type of working relationship, either traditional methods or collaborative consultation. Figure 5.2 show a comparison of traditional and collaborative consultation teacher responses to interview questions.

"Traditional" Teachers

The term "traditional" refers to a specific model used in providing educational services to students. The traditional model uses the one teacher-one class method. Special education teachers teach students with disabilities in resource, self-contained, or a combination of both settings.

Regardless of the exact setting, the constant for this model is that special education students are assigned to a special education teacher for instruction during specific hours of the school day; thus, removing them from the general grade level classroom for all or part of the day. With the "traditional" model, general educators are assigned

Focus of Questions	TRADITIONAL General	TRADITIONAL Special	COLLAB.-CONSULT. General	COLLAB.-CONSULT. Special
Opportunities to work with Other Teachers	same grade level; field trips, holiday themes, committees	gen. ed.- no direct opport.; student specific needs; special events, committees	gen. ed.; shared lesson planning, committees	some - gen. ed.; joint teaching
Communication about Students	not very often; student specific	frequent; student specific	frequent; those directly responsible; student specific- academics, discipline	frequent- general ed.; student specific- behavior, academics
Seeks advice	usually from gen. ed.; nonspecific about situations	seldom from gen. ed.- sometimes curriculum assistance; usually from from spec. ed.	usually from gen. ed.; behavior, discipline; spec. ed. - diagnosis/ problem solving; "last resort"	gen. ed.- strategies curriculum; "last resort"
Gives advice	seldom asked; usually to gen. ed; no specific situations	usually to gen. ed.; behavior, discipline, diagnostic	usually to gen. ed.; discipline, academic performance (vague descriptions)	usually to gen. ed.; diagnostic/ problem solving
Perceptions	"hassle"- having special students; admiration	"getting better"- special student specific	hard task; advantage- limited number of students	"good;" based on special student; situation specific

Figure 5.2. Comparison of Traditional and Collaborative Consultation Teacher Responses

students at a specific grade level. In this "traditional" model of special education service delivery, special education students may be in the general education class for short periods of time (e.g., 30 minutes, 45 minutes) or almost the entire day.

Background: The Setting-The Classroom

General Education Classroom. The classroom holds the classic assortment of furniture, including a teacher's desk, student desks, bookshelves, and miscellaneous tables. Standing in the doorway, one sees the teacher standing in front of the class, as determined by the way student desks are placed. There are four rows of six desks, all but two are occupied. Behind the teacher is a chalkboard that spans most of the width of the room and which is bounded by bulletin boards. In the back of the classroom, there are also chalkboard and bulletin boards.

The chalkboard has student names and what appear to be assignments written on them. One of the bulletin boards has a schedule of student jobs. For example, students are scheduled to take the absence report to the office or to water the plants and other such jobs. Another bulletin board has pictures of the students with biographical information, such as name, age, and hobbies stapled to it.

Windows span the wall farthest from the corridor door. They are covered by venetian blinds, closed three-quarters

of the way. Under the windows are bookshelves with an assortment of textbooks, workbooks, and copied materials. On the top of the bookshelf is a "garden," with a sweet potato growing in a jar of water and green beans growing in and through milk cartons.

At the front of the room near the windows the teacher's desk is set at an angle facing the entire class. On the opposite front side, there is a kidney shaped table with three student chairs on the outside and teacher chair on the inside. At the back corner opposite the teacher's desk is a carpeted area surrounded on two sides by bookshelves. Inside this area is a large, executive style chair and bean bag. On the wall above is a sign indicating this is the "Reading Center."

Every available flat surface seems to be covered with books or papers. Some areas give the impression of disarray while others appear neatly ordered. The walls are covered with charts and posters showing cursive alphabet letters, number lines, rules, healthy habits, etc.

The room evokes memories of childhood classrooms for adult observers. Books, papers, desks, chalkboard, alphabet letters, bulletin boards and the teacher standing at the front of the room, all reflect the perennial classroom environment.

The general educator's day is tightly scheduled for her.[1] She usually arrives at school 30 to 45 minutes before students are required to be in class and leaves within 15 to 30 minutes after school ends. She may have a short recess break from 10:15 to 10:30, if it is not her day to supervise the playground or it is not raining. Lunch begins at 12:10 and after she has escorted her students to the cafeteria, is free until 12:40; unless she is the teacher on-duty in the cafeteria. There is no break in the afternoon. The students leave at 2:50 and she is free to leave at 3:15.

Special Education Classroom. Two doors lead into the classroom from the corridor. The teacher is seated at a kidney shaped table on the doorway side of the classroom, while the teacher aide or paraprofessional is seated at a similar table across the room. The teacher and aide can see each other, but students sitting at the tables cannot see each other.

In the center of the room, student desks, the kind with detached chairs, are placed together, three on each side. This arrangement causes students to face each other when seated. There are three students in the class, two sitting with the teacher, one with the aide. By counting the desks and tables one can see that only 10 students could be accommodated in this classroom.

Opposite the doorway is a wall of windows with no blinds or curtains. Behind the teacher's table is a bare chalkboard which appears to have either not been used or cleaned recently. Another chalkboard, apparently unused, is located on the wall connecting the doorway wall with the window wall. Opposite this chalkboard are lockers where student coats or supplies may be stored. A computer and refrigerator sit on carts near the doorway. The walls are bare except for charts explaining rules and showing each student's schedule. Few materials are visible in the room except those being used by the teacher and aide.

By comparison with the general education classroom, the room is sparse, giving one the impression of emptiness. Even with the sun shining in through the unshaded windows, the room feels barren and cool. The pace and activity level, also by comparison, seem slower with no necessity to hurry to the next lesson.

The special educator's day resembles that of the general educator, although she sometimes has extra duties during breakfast, recess, and lunch. She may have a student in a wheelchair or a student with behavioral problems, in which case, the student needs extra attention.

Teachers' Sense of Autonomy

A teachers' sense of autonomy is related to his/her feeling of control in the classroom-teaching situation. The

Sense of Autonomy Scale (SAS) explores these feelings by asking teachers to indicate agreement or disagreement to items such as "I am so tied down to my classroom that I find it hard to take a short break, from the kids, even if I really needed to" and "I feel free to say whatever I wish to my pupils in the classroom." The interview questions were aimed at finding out whether or not teachers work together on instructional activities, visit, observe, or team teach.

The traditional general educator is place and time bound. Mornings are usually filled by the "language arts block," while afternoons are occupied with math, social studies and/or science, physical education, art, and music. Seldom do other teachers enter the classroom.

The traditional general educator does report working with other teachers, usually at the same grade level, on field trip activities and holiday themes. She says,

> We do, kind of, not total grade wise things, but maybe two or three of us . . . will get together a lot and just plan different things, maybe holiday activities. You know, we had a, like, gingerbread activity. We baked gingerbread men and little cookies and we . . . had a like pumpkin festival for Halloween time where we had little stations set up . . . it was really supposed to last about two hours. I did a math center with my little pumpkins and, you know, they had little math problems . . . they [students] rotated from center to center. The librarian did a story. One of the teachers did a pumpkin carving, just kind of for the whole group out in the yard. We did a little BINGO game for reading. So every teacher kind of got to get with each of the four classes.

At Christmas, several teachers work together to stage a performance for other classes. On Earth Day, teachers plan activities to emphasize conservation and other classes attend. The general educator also reports working on committees to complete tasks to help the school reach the "Criterion of Excellence."

The traditional special education teacher is also place bound, although the way she spends her time is usually based on the instructional needs of the students in the class at a specific period. She may also have some flexibility in her ability to leave the class if a paraprofessional has been assigned to the class.

For the traditional special education teacher, opportunities to work with other teachers seem to result from student needs rather than the teacher's desire to work with another teacher. For those students in general education classes, she sees her role as one of assisting the students to succeed:

> As far as I'm concerned, anytime any of my children go into a general [education] classroom, it is my responsibility to make sure that those children are successful . . . I went to all the [general education] teachers . . . and said this is how I want to handle [mainstreaming]. If you have one problem, they're [special students] to be treated like everybody else.

Yet, she and the general education classroom teacher seldom work with students in the same classroom at the same

time. Special student problems or needs may also pose an obstacle to the special and general educator working together. Unusual physical requirements or behavioral difficulties of special students may cause the special education teacher to be (or feel that she is) constrained to remain with the students during free periods. For example, students who must be feed either by tube or with pureed food require more of the teacher's time at breakfast or lunch than do students who can feed themselves independently.

Although the traditional general education teacher and special education teacher seldom work with students in the same classroom, there are instances when the special education paraprofessional will accompany the special students to the general education classroom. In these instances, the paraprofessional is specifically responsible for assisting the special students, but may, at times, help other students in the general education class. When asked if the special education teacher ever comes into her classroom, the general education teacher says,

> No, but we correspond. She knows when I'm giving tests and then she comes and asks me how he [special student] does and she'll tell me. Everyday she writes me a note [about] what he did.

Traditional special education teachers and general education teachers do work on committees or special events assignments together; however, instructional

responsibilities are sharply if implicitly divided. Written forms or verbal reports of student needs or progress are used to define working relationships. The general educator seldom visits the special class except to ask the special educator to administer tests or report the student's instructional needs. The special education teacher defines a successful working relationship as:

> I've always felt like we're [special educators] there if they [special students] need us for anything to help them with any activity, any homework, any - just anything - test taking. . . . After I had that conference with that one [general education teacher], she was just very receptive. It takes two people.

In this instance the special education teacher has actually defined the role she wishes to take and the one she expects of the general education teacher.

The traditional general education teacher seldom indicated any changes in her instructional methods when the special education student was in the class. Instead, she stated that the special education teacher makes modifications, such as giving students tests orally or in shorter segments. One general education teacher did say she has learned to interrupt her lesson at times in order for the student in the wheelchair to do arm/weight change lifts. When the lesson is interrupted, she said she has all the students do the exercise with the special education student.

Professional Zone of Acceptance

Idol et al. (1986) defined collaborative consultation as "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems." Also in relation to collaborative consultation, Johnson et al. (1990) said that teachers must "freely access each other's expertise to solve problems" (p. 10). The Professional Zone of Acceptance Inventory (PZAI) as used in this study was modified to ascertain whether teachers would accept advice from other teachers. The interview questions were also designed to determine if teachers seek and give advice to each other, and if so about what topics.

The traditional general education teacher spends little time talking to other teachers about students in her class unless specific information is needed. If she is uncertain about how to teach a specific reading or language arts lesson, she may then go to another grade level or general education teacher. Generally she only asks for help to solve specific academic or curriculum problems. For example, she says,

> I may go back to last year's teacher and say, he's [the student] having a problem with reading, was he having a problem last year? Or there seems to be something going on at home, he's acting up in class, was that going on last year? . . . [I] see how they might have handled something.

Even though she may talk to other general education teachers about students in the class, privacy is important. She points out that, "what happens in this classroom usually stays in my classroom."

When the traditional general educator is asked specifically about how she and the special education teacher communicate about the special education students, the answer reveals more frequent communication. The general education teacher communicates almost daily with the special educator either before or after school. It may take the form of exchanging information as they meet in the hallway or by way of a written message system. For example, the general education teacher said she may "give her [special education teacher] a list of my lesson plans for spelling and reading and she reinforces everything."

Communication patterns related to specific requests for advice or assistance vary somewhat with experience. The traditional general education veteran[2] teacher is more likely to indicate there are no situations in which she asks others for advice; instead, she reports, "I could offer them more than they could offer me."

Conversely, new teachers report going to teachers at the same grade level for assistance and advice on techniques, materials, and methods. Some of them also seek reassurance that they are doing "the right thing."

In describing situations in which other general education teachers had come to her for advice, experience also seems to be a factor. Veteran traditional general education teachers indicated that others had asked them for advice, whereas newer teachers said they usually go to others because of their experience. One first year teacher did say that other teachers have remarked, "You're the new teacher, what's the latest, what have they been doing [in science and social studies]?" In context and presentation, however, this remark seemed aimed more toward conversational banter than as an actual request for assistance.

Traditional special education teachers report frequent conversations about their students. These communications may be brief as with the special education teacher's questions to the second grade teacher as they pass in the morning: "How are the boys doing? Any problems? Do you need anything? Everything's working out with...?" By asking these four questions she has briefly and succinctly covered all the major areas of concern.

The special educator also reports experience as a factor in requests for advice:

> We've had a couple of newer teachers. They've come [to me] for . . . either discipline questions or pacing questions. Or again we had a new teacher who's gone and now we have a new one who's taking her place . . . they've come to ask about some specific problems with the children.

The traditional special education teacher seldom goes to general education classroom teachers for advice or assistance. In those instances when she does, it is usually specific to reading or curriculum used at a specific grade level. She may, however, ask for information:

> This morning, a fourth grade teacher came in . . . and I was working with my fourth graders in [name of textbook] and we were on Lesson 21 and I asked this teacher - "Now where are you?" She said, "We're on Lesson 24." I said, "Good." - So I'm always trying to see the input and my pacing, although that's not my job to keep up with what another teacher does, per se. You see my children are moving and how I am moving them at their own rate, academically.

The traditional special education teacher is asked advice primarily about behavior and discipline, although instructional modifications may also be discussed. Another instance of general education teachers seeking the advice of special education teachers relates to

> those students who are on the verge of being referred for evaluations and they're having difficulties in the classroom. They'll [general education teachers] come to me and ask about different things to help them . . . a lot of times it's behavior, handwriting, math, attention problems, things like that.

Just as traditional general educators seem prone to ask advice from other general educators, so too is the traditional special education teacher, if there is another special educator in the school. At the same time, she

indicates her openness to asking anybody for advice whom she believes has something to offer:

> It's funny because even though I have been teaching probably longer than she has and she is another [special education] teacher, she knows my children. Plus, the fact, I'm one of those people, I don't care who I ask, you know, if I think there's something they have for me, I'm going to go to them.

When do teachers find the time to talk? The traditional teachers find time" before school, after school, and when they pass each other in the hall. Sometimes the general educator and other same grade teachers eat lunch together. In all of the traditional schools, no planning periods are scheduled during the school day, although in four of the five schools, the 25 minutes after students are dismissed is designated for planning. In reality this time is often taken up with committee assignments or faculty meetings. On those days when nothing is scheduled, teachers use the time to straighten desks, pick up papers or books, put away materials used in an art lesson, grade papers, or gather materials for the following day.

Pluralistic Ignorance

Pluralistic ignorance occurs when groups have little contact, thus, ignorance about beliefs or behaviors results. This concept is measured through the Pupil Control Ideology (PCI) form. The interview question was a request to describe perceptions of another group. Although this

question did not provide a means for directly comparing others' perceptions to self-perception, it did allow for the exploration of how each group perceives the other.

On a personal level, the traditional general educator views the special educator as patient and good. Yet, from a professional standpoint, the general education teacher is also ambivalent toward the special education teacher and student. She says,

> I don't think all regular education teachers like the hassle of having a special child in the class. . . . It definitely takes a lot more out of a teacher. So I think there could be two ways to look at that. They may, in one respect, admire the special education teacher, but, at the same time, not want that special education child resourced into the class.

The traditional special education teacher perceives general education teachers in connection to the special education student. She says that "it's getting better," but her response points out how differences in perspectives about students may cause misunderstandings and conflict:

> I think in this school we have a pretty good rapport, you know, with just about everybody. There are going to be little personality conflicts. . . . We [special education teachers] tend to be a little more accepting of some of the behaviors that in a regular education class wouldn't be able to go. So sometimes newer special education teachers might say, 'I can't believe she's [general education teacher] getting bent out of shape about this behavior.' But it's just so much more common with us and it's related to the handicap so often. But generally, I think there's a lot of agreement between us.

Summary

Neither traditional general nor special educators indicate working with other educators on instructional activities within the classroom setting. Each educator states that opportunities to work jointly arise from special projects or committee work.

Communications among traditional educators are usually limited to requests for specific information. General and special educators frequently communicate "in passing" or in written form. Most specific requests for advice from general educators are to other general educators; however, when requesting advice from special educators, the request is usually a student specific learning or behavior problem.

General educators in traditional settings perceive special educators in relationship to special education students. Special educators, on the other hand, perceive general educators more as a group. The general educator admires the special educator for teaching students with disabilities, but also feels some burden when special education students are placed in *her* classroom. The special educator acknowledges there are differences in general and special educator tolerance for students' behavior and explains this difference by saying, "it's just so much more common with us [special educators] and it's related to the handicap [of the student] so often."

"Collaborative Consultation" Teachers

With the collaborative consultation model the special educator works with the general educator to teach students with disabilities. With this model the special educator may work in two, three, even five teachers' classrooms in the course of a week. The specific amount of time in the classroom may be the same everyday (i.e., 45 minutes, 2 hours, etc.) or change from day to day dependent upon the needs of the general educator and special education students.

Background: The Setting-The Classroom

The Collaborative Consultation Classroom. From the doorway, three adults are observed to be in the classroom. One adult is in the front opposite the doorway; one adult is leaning over a student's desk, showing him something in the book; and the third adult is seated at a table at the back, doorway side of the room with three students.

There are 24 students in the classroom. The room is divided into two sections with bookshelves between the sections, on either side of which are three rows of four chairs. The front of the classroom is defined by the chalkboard. The section of student desks nearest the door face the chalkboard; while the desks in the other section face the doorway wall, with the chalkboard to their left.

Class rules and good and bad behavior charts are posted next to the chalkboard, above which hangs a cursive alphabet letter chart. The wall opposite the doorway has windows from ceiling to mid-way down. The upper 1/3 of the windows are covered with paper, the middle 1/3 have "Smokey the Bear" posters, while the bottom portion has purple curtains. Pinned to the curtains are construction paper cut-outs of "old fashioned" looking school houses with students' pictures glued to them. The doorway wall has coat hooks and shelves which are filled with bookbags, worksheets, books, posters, etc. The back wall is covered as a bulletin board. One section has math facts, another spelling and reading information.

There is a teacher's desk near the chalkboard and windows. Next to it stands a reading chartboard open to a lesson. In addition to the rectangular table in the back of the room, there is a circular table on the opposite side of the room.

The room feels "full" - full of books, papers, desks, students, and adults. It is quiet in the classroom with only a murmur, at times, between adults and students. At first, there is no way to discern what role each adult holds. However, after a while, the general education teacher emerges as the "owner" of the room. She spends the majority of the time at the front of the class, while the

aide and special educator assist individual or small groups of students.

The general education teacher engaged in collaborative consultation has her day scheduled tightly for her in much the same way the "traditional" classroom teacher does. However, with another teacher and sometimes a teacher's aide also, she has somewhat greater flexibility to schedule parent conferences, plan, etc.

Special educators engaged in collaborative consultation usually do not have separate classrooms.[3] Their day follows the pattern of being assigned duty in the mornings, at lunch, or afternoon much the same as other teachers. The collaborative consultation special educator, however, may go into as many as five general education classes during the course of the school day, spending anywhere from 45 minutes to over 3 hours. The length of time she spends in each class usually depends on the number and needs of the students in each of the classes, but it may also depend on the needs or request of the general education teacher.[4]

Teachers' Sense of Autonomy

The general education teacher engaged in collaborative consultation is place and time bound. She is expected to be in her classroom teaching the subject assigned to that period of time. Mornings are usually allocated to the "language arts" block, while afternoons include math,

science, social studies, physical education, music and/or art. Yet, the general educator engaged in collaborative consultation may have some opportunities to interact with other educators. These opportunities are usually shaped by the educators who enter the class to assist specific students.

The special educator engaged in collaborative may visit several classrooms in a day. Her schedule is usually determined either by the needs of the general education teachers or by those of the students in the general education classrooms. She may visit as many as five general education classrooms in a day, thus, enabling her to have multiple opportunities to work with other educators.

The general educator engaged in collaborative consultation reports some opportunities to work with other teachers, although her responses always focused on working with teachers at the same grade level. She says, "on the third grade level we work as a family," sharing problems and teaching techniques. She, also, describes how they work together by sharing planning responsibilities:

> I plan the social living, the spelling, and the handwriting part of it [weekly lesson plans]. She [another classroom teacher] would plan math and language and the other teacher plans reading and reading enrichment.

The general educator cites faculty meetings and committees as opportunities to work with other teachers.

The special educator engaged in collaborative consultation responds to the question on opportunities to work with others with descriptions that reveal mixed experiences, ranging from nonexistent to team teaching. One special educator said, "We don't really do any team teaching or anything like that. Then we have committees, we all get to be on committees." On the other hand, one special educator describes her opportunities to work with general educators in terms of reciprocal and joint teaching approaches:

> I know with my fifth grade class . . . sometimes I'll teach the math lesson and she'll monitor the kids and sometimes, you know, she'll teach them and I'll monitor . . . we have the split, the split reading groups where I go in and I'll work with the children that's in fourth grade reading and fifth grade.

Thus, the collaborative consultation special educator's opportunities to work with other teachers appear to result from the working relationship between the special educator and general educators and the way these teachers have delineated the instructional responsibilities.

In response to the question about how the collaborative consultation teachers work out their responsibilities, the general educator indicates that she usually does most of the planning and the special educator assists in carrying out the plans:

> Usually I write my lesson plans and [support teacher] will read over my lesson plans and see what I have planned for the week and then she'll make her plans up from that. She sort of base [sic] her plans around mine.

One regular educator's response revealed that she views herself as the primary teacher and the special educator as an assistant: "They [special education students] work on whatever I tell her to work on, usually spelling or reading." In some instances, the regular educator does not view the work responsibilities as being divided evenly, but conceded "I'm not sure it calls for that."

The special educator views the division of responsibilities in much the same way the regular educator does. She says,

> Basically the teacher will present the lesson. Then I'll go to my kids and make sure they understand what she said, 'cause a lot of times they don't. And then any of the other kids that have questions, if I'm around their desk, I'll help them.

The special educator also indicates that special educators "not only assist with the kids during their [general education teachers'] teaching, but we teach the whole group." One special educator, by her choice of words, reveals how strongly she feels a lack of parity in the situation: "Usually the [general education teacher] *dictates* what I will do" (emphasis added).

Yet, there is also a sense that some special educators are uncertain of their roles or feel that they are viewed and treated as "visitors" or teaching assistants:

> That is not my class when I go in there. That is that teacher's class and I'm in there for those [special education] students and to help. We really just keep together on a lot of things 'cause I don't want to step on any toes. I don't want anyone to think I'm coming in and taking over 'cause I'm not. But I want them to use me too. I don't want to just go in there and be a classroom ornament.

Another special educator's statement strongly portrayed a loss of control and feelings of transience: "The thing I don't like about this job is I don't have my own class. I feel like I don't belong anywhere. I just, I belong to everybody."

Professional Zone of Acceptance

Most general education teachers engaged in collaborative consultation report frequent communication with other teachers. Sometimes these talks are with same grade level teachers, but about equally as frequent is communication with other teachers who work directly with the students in the class. For example, one general educator responded to the question of how frequently she talks to other teachers about students in her class by saying:

> Mostly on a daily basis because [special education teacher] is my support teacher and I find it necessary to talk to her concerning the students that she works with in here. So it's usually on a daily basis, but with those people

> who are working with my class, directly with my class.

In discussing students, the teachers talk about academics, discipline, anything related to the students' school performance: "We discuss reading, math, matter of fact, any subject area where the student is having a problem." However, one general educator engaged in collaborative consultation indicated that she doesn't get an opportunity to talk with other teachers very frequently. She states that her communication is "not that often, 'cause we don't have time to talk" and have different planning periods.

The special educator engaged in collaborative consultation indicates that communication is usually frequent - "usually everyday." The communications may take the form of notes or when she goes into the general education classroom. She says that communications that occur almost everyday are not formal meetings,

> but whenever there's a problem or whenever there's not a problem, we talk . . . Every Monday we have a formal planning time [with] early dismissal and we can use that for our planning time. Planning time for inservices and for conferences with, collaboration between teachers.

The special educator reports academic subjects and behavior to be the major topics of discussion, although talks may also be brief and general as in - how are they [special education students] doing? Usually though,

conversations are student focused; that is, questions and communication relate to special student problems:

> We talk about the kids' behavior. We talk about the problems they're having in a particular subject, just any problems that might arise during that particular day or that semester. It could be grades, could be attitude, you know, socialization with other kids; just academics.

The general educator engaged in collaborative consultation does go to other teachers to ask for advice or assistance. Although she may ask the teacher from the previous grade level for information on the student's academic performance, behavior and discipline predominate assistance requests. Usually these requests can be characterized as those of "last resort:" "When I run out of ideas, when what I've tried hasn't worked."

Assistance is usually sought from other classroom general education teachers, either at the same or near same grade level. The requests will often be informational in nature; however, in some instances they are consultative and aimed at seeking assurance and expertise from the special educator:

> I've gone to [special educator] several times concerning a student in my class as far as behavior is concerned . . . To find out from her if she thinks [I'm using] the right approach or what approach she would have used if it had been her instead of me.

The general educator engaged in collaborative consultation reports that other teachers ask her about

discipline and academic performance. Yet, responses and descriptions are vague. She says that she thinks "we're constantly asking each other," but offers few specifics.

Again the "last resort" theme emerges when the collaborative consultation special educator describes situations about which she has sought advice. She says,

> Well, like if a student's not performing, I'll go ask them [general educators] - what can I do. You know, [I'll] say, well, I'm trying everything I can think of - can you help me think of more strategies.

Or she'll say that when she has a student and has tried

> all possibilities that I know of to help him and I see very little progress . . . I have gone, not only to the teacher he works with, but teachers he has had in the past, to find out if there is anything that they have done previously that could help us work with this student.

Sometimes the special educator engaged in collaborative consultation will ask the general educator more global questions, such as - how can I be more helpful or what should I do in the classroom. On the whole, the special educator seeks assistance from the general educator on academic strategies.

The special educator engaged in collaborative consultation indicates that others seek advice or assistance from her based on the presumption of expertise:

> A lot of people think since I have a special education background I might know how to do something . . . even like this year in third grade the teacher was having problems teaching a

> specific math lesson and she said, 'well, you have the special ed. background, tell me what you [would] do.' It's not that . . . I was trained any different than the regular education teacher, but I think what make it the difference is that we're [special educators] used to working with children that work on a slower pace. That you do have to really break things down . . . I think we may have more of . . . the step-by-step task analysis, the scaled down, where the regular education teacher, I don't think they had a lot of that . . . And sometimes I'll teach a lesson and she'll say, "I never thought about [that]," 'cause they just go over the skills.

Similarly, the special educator may be asked to use her skills of assessment to give the general educator specific advice. For example,

> They'll come say they have a student - what do I think. Or they might even say - do I have an extra block of time that I could pull the student out and just look at what the student's doing and give them advice - like how they can present materials in different ways or different resources they can use with the students.

Behavior, academics, motivation, work completion, and modifications comprise the areas about which advice is usually sought from special educators.

When do teachers find the time to talk to other teachers? In schools which utilize collaborative consultation and when speaking of other grade level teachers or special educator-to-special educator, the response is usually "in passing" or at lunch. However, sometimes opportunities are built into the school schedule, such as the Monday afternoon planning time.[5] Also, the general and

special education teachers engaged in collaborative consultation often make time, even if it is only a brief "update," when the special educator is in the general education class.

Pluralistic Ignorance

General educators engaged in collaborative consultation indicate that the perceptions of special educators are generally "good," but phrases, such as "a necessity" and "well, I've never heard any negative remarks" seem to indicate some ambivalence. The ambivalence is very clear in this teacher's response:

> They probably feel like it's a hard task then they also feel like we're [general educators] dealing with special education kids . . . that have not been labelled. Whereas, if they are a special education teacher they have a very limited number in the class, plus they have an aide. In a way, they're to an advantage because they're having smaller numbers, where we're working, I'm pretty sure, with special ed. children and they're 20 in a class.

This response reveals that, even though this general educator is engaged in collaborative consultation, she continues to perceive special educators through the traditional frame of reference; that is, special educators have their own classes with few students.

At times, the general educators avoided the question. For example, this general educator personalized her response

to emphasize teacher attitudes toward working with another teacher:

> I feel, and this is my third year in the integrated program, so I feel that it does take the persons involved to have good personality and wanting to do whatever the task is. You go in with a good attitude, a positive attitude about what you're doing and you have less problems. But if you feel that this is being forced on you, then it's not going to work. But, I find that, I guess, because I had a positive attitude about what I was doing, I haven't had any real big problems.

Responses of special educators engaged in collaborative consultation also indicated mixed emotions and levels of response. In general, they also perceive the relationships as "good;" however, they actually answered the question by emphasizing the effect the special educator's situation and disability category of students has on general educators' perceptions:

> Well, it depends. I mean I would say . . . well, my first two years I taught in a self-contained autistic classroom and the perceptions of *that* from the other teachers was like, 'O-o-h, I don't know how you do it.' But then like *this* job, I don't have a classroom all the time and they're like, 'O-o-h, how lucky.' I mean it depends. I mean it really depends.

Or

> Well. That's hard. I know that a lot of the teachers in this school . . . they totally disagree with the BD[6] program, they think that these children should be institutionalized and out of here. They don't know why *they* have to put up with these children. And they don't know . . . As far as the teachers themselves, they don't have anything . . . I think a lot of

> teachers [general educators] do have a poor attitude toward special ed., it's kind of like - why do I have to have these children in my class, . . . I don't understand why they have to be mainstreamed.

One special educator seems to have identified the source of this ambivalence as resulting from the changes in roles. That is, a change in the traditional role of one teacher to a classroom, with the general education teacher responsible for her first, third, fifth or whatever grade level students and the special educator responsible for the students with disabilities. Collaborative consultation has students with disabilities in the general education classroom with the general education teacher and special educator both responsible for the education of students; this model of service delivery requires the teachers to work together. The special educator says:

> I think they [special educators] think a lot of them [general educators] . . . we used to have self-contained, now we have [an] integrated situation. The [move from the] self-contained class to the regular class was a big change . . . they [general educators] do a lot of teaching, remediation; what they do is a lot of what special education teachers do, but they just don't know it and they have a lot of the same techniques. Overall we think highly of them, general education teachers.

Summary

Special educators engaged in collaborative consultation sense a loss of autonomy, of control, in the classroom situation. General educators, on the other hand, are very

much in control of the classroom. They do the planning and give directions to the special educator.

In the collaborative consultation situation, general and special educators report seeking and giving advice. However, general educators usually reported seeking advice from another general educator. Overall, general and special educators engaged in collaborative consultation indicated they communicate about students' academic and social behavior on a frequent basis and often face-to-face.

General and special educators perceive each other according to educator role. For example, one special educator said general educators expressed admiration when she was in a "traditional" special educator role, but in the role as a collaborative consultation special educator they express envy. A general educator implied that perceptions do change as general and special educators actually spend time working together.

Conclusions

It was hypothesized that differences exist between general and special educators utilizing traditional models of special education service delivery and those engaged in collaborative consultation. The teacher interview responses tend to confirm these differences. In addition to the variables specifically examined in this study, differences were noted among teachers based upon the structure of the

model of service delivery and role of the special educator. Figure 5.3 compares structural and role characteristics of traditional and collaborative consultation teachers.

Sense of Autonomy

It was hypothesized that general and special educators engaged in collaborative consultation would feel less autonomous than teachers using traditional methods of special education service delivery. These hypotheses were predicated on teachers engaged in collaborative consultation perceiving the presence of another teacher as a loss of control due to feelings of intrusion or interference in the classroom-instructional setting.

Special educators engaged in collaborative consultation do feel a loss of control in the instructional setting. Responses such as, "That is not my class when I go in there" and "Usually the [general education teacher] dictates what I will do" strongly indicate the teachers' feelings. More subtly, but no less indicative of these feelings are responses such as, "Basically the teacher will present the lesson;" thus, giving the impression that the special educator is not "the" teacher.

The responses of general educators engaged in collaborative consultation do not seem to indicate that they sense the special educator as intruding or reducing the general educator's control of the instructional setting. In

Structure or Role	TRADITIONAL General	TRADITIONAL Special	COLLAB.-CONSULT. General	COLLAB.-CONSULT. Special
Has an Assigned "Space," Classroom	Yes	Yes	Yes	No
Role Clarity	Yes, Classroom Teacher	Yes, Special Education Teacher	Yes, Classroom Teacher	No, "Visitor," "Assistant"
Proximity to Other Teachers	No, separate class	No, separate class	Yes, shares with spec. ed. teacher and others at times	Yes, enters gen. ed. teachers' class at specified times
Responsible for Lesson Planning	Yes	Yes	Yes	Sometimes, based on general educators' plans
Bound to Classroom	Yes	Yes	Somewhat, dependent on other educators in room	No, moves from class to class
Types/ Categories of Student	"general education;" no identified learning/ behavior problems	"identified" students- disability categories	"general ed." and "identified" students	"identified" students- disability categories; other students in general ed. class
Classroom/ Student Role	directly instructs students	directly instructs students; indirect assistance to general education teachers	directly instructs students	sometimes- directly instructs students; direct support to general education teachers

Figure 5.3. Comparison of Structural and Role Differences Among Traditional and Collaborative Consultation Teachers

fact, in most instances, the general educators indicated they were the ones who controlled instruction: "Usually I write my lesson plans. . . . She sort of base [sic] her plans on mine" or "They [special education students] work on whatever I tell her to work on."

Thus, the hypothesis ($H_{1.B}$) which states that special educators engaged in collaborative consultation have a lower sense of autonomy than special educators utilizing traditional methods appears to be supported. Hypothesis ($H_{1.A}$) states that general educators engaged in collaborative consultation will also have a lower sense of autonomy than general educators using traditional methods. This hypothesis does not appear to be supported.

Professional Zone of Acceptance

It was hypothesized that general and special educators in collaborative consultation situations would have a wider zone of acceptance of advice from other teachers than would general and special educators using traditional methods. These hypotheses were based on the necessity of collaborative consultation teachers to share their knowledge or expertise in the instructional setting in order for students to succeed.

Four indications that support the hypotheses were found. First, teachers engaged in collaborative consultation reported more frequent communications about

student specific problems. Second, their communications were usually more formal and involved personal contact. Third, general and special educators cited situations of asking their collaborative teacher for advice; whereas, teachers utilizing traditional methods seldom cited the special educator unless specifically questioned. The fourth indicator relates to the areas in which advice was sought by another educator.

Advice is sought from the special educator engaged in collaborative consultation about areas that have been associated with the expertise of the special educator - problem diagnosis and modifications to teaching strategies. For example, collaborative consultation special education teachers indicated that general educators come to them for diagnostic advice, such as "could I pull the student out and just look at what the student's doing and give them advice." General educators gave responses similar to this one - "I've gone to [special educator] several times . . . To find out from her if she thinks [I'm] using the right approach" - indicating a consultative approach.

Special educators indicated they seek advice specific to curricular areas, most frequently in the area of reading. Although special educators using traditional methods reported general educators asking for diagnostic advice, it was usually in situations where the general educator wanted

to refer a student for evaluation into special education. Both collaborative consultation general and special educators indicated a reluctance to ask for advice, except as a "last resort."

The hypotheses ($H_{1.C}$, $H_{1.D}$) tended to be supported. Teachers engaged in collaborative consultation did report going to other teachers for advice or suggestions more frequently than did teachers utilizing traditional methods.

Pluralistic Ignorance

The concept of pluralistic ignorance is used to describe a phenomenon whereby one group misunderstands or misperceives another group's attitudes or behaviors. It was hypothesized that with the increased contact between general and special educators that results from the collaborative consultation situation, pluralistic ignorance would be reduced.

Overall, there is ambivalence in teacher responses which indicate misunderstandings exist. Usually teachers, regardless of special education service delivery method used, stated that perceptions of the other group of teachers was "good" with an implied "but." The "but" invariably revealed that general educators do not understand "why they have to have these [special education] children in my class." Another source of misunderstanding or ambivalence results from general educators' perceptions of the job or

teaching responsibilities of special educators. For example, one special educator engaged in collaborative consultation said that general educators envy her "freedom" as represented by not having a designated classroom space and moving from classroom to classroom based upon student needs. A general educator engaged in collaborative consultation cited class size differences as a source of irritation.

Although teacher responses were ambiguous, teachers provided some valuable insights and support to the hypotheses that collaborative consultation reduces misperceptions. Two teachers cited personality as a key element in a successful collaborative consultation relationship. That is, the collaborative consultation teachers must be willing to enter into the partnership. Two special education teachers broached the issue of the lack of a common knowledge base: "what they do is a lot of what special education teachers do, but they just don't know it" and "we [special education teachers] tend to be a little more accepting of some of the behavior that in a regular class wouldn't be able to go."

The hypotheses ($H_{1.G}$, $H_{1.H}$) stated expected differences between collaborative consultation teachers and traditional teachers. Although some differences were found, the

greatest difference was found between the group of general educators and group of special educators ($H_{1.E}$, $H_{1.F}$).

Summary

Differences in attitudes and perceptions were found between general and special educators based upon their working relationships. Special educators engaged in collaborative consultation feel less in control of the classroom setting and instructional role. General and special educators engaged in collaborative consultation report more frequent communications with each other, specifically in seeking and giving advice on student specific matters. Pluralistic ignorance does exist between general and special educators; however, it seems that those teachers engaged in collaborative consultation have fewer misperceptions, although this was not a clear conclusion.

One difference between the two groups of teachers that was neither expected nor predicted relates to the quantity and quality of responses. Quantity can be measured by the length of the interview. Quality refers to the amount of description or examples given in response to questions.

In general, interviews with teachers utilizing collaborative consultation lasted longer, ranging from 20 to 45 minutes with an average length of 30 minutes. Traditional teacher interviews lasted approximately 10 to 45 minutes with an average length of 20 minutes. In most

instances, collaborative consultation teachers described situations; whereas, traditional teachers often answered questions in phrases and needed prompting to clarify or elaborate.

Notes to Chapter 5

[1]The female pronoun will be used in referring to the general and special education teachers. All teachers interviewed and observed in this study were female. This is not surprising since 90% of the full-time teachers at the elementary level are female (Louisiana Department of Education, 142nd Annual Statistical Report, p. 1,3.)

[2]Veteran teacher, in this instance, is one who has ten or more years of experience.

[3]Of the 5 collaborative consultation special educators interviewed, only one had an office or area that was specifically designated for her use.

[4]The collaborative consultation teachers in this study visit an average of 2.4 general education classrooms each day. The range in general education classrooms visited was a minimum of one and maximum of five.

[5]Planning time is built into the school day schedules in four of the five school systems. Three of the systems dismiss students approximately 30 minutes before dismissal time for teachers. This time is intended for planning, committee work, etc. Only one school system, the one which uses collaborative consultation exclusively at the elementary level, dismisses all students at 1:30 p.m. every Monday, thus, allowing teachers 1½ hours for planning, committee work, inservice training, etc.

[6]Classroom for students classified as Behavior Disordered.

CHAPTER 6

DISCUSSION

The quantitative and qualitative results reported in this study generally support the hypotheses that there are differences in attitudes and perceptions of teachers utilizing traditional methods of special education and collaborative consultation. The results of the hypothesis testing for school climate indicate some variation dependent upon type of school.

Four applications of case study research are given by Yin (1989): 1) to explain, 2) to describe, 3) to illustrate, and 4) to explore. In this study the second and fourth applications are the most fitting. In using case studies in these two ways, Yin states,

> A second application is to *describe* the real-life context in which an intervention has occurred. Finally, the case study strategy may be used to *explore* those situations in which the intervention being evaluated has no clear, single set of outcomes (p. 25).

The quantitative portion of this study generally supported the teacher hypotheses as did the case studies. However, the case study comparisons of the four groups of teachers expanded this support to provide descriptive information that explores teachers' perceptions and attitudes within the school and about working relationships.

Teachers' Attitudes and Perceptions

Sense of Autonomy

Both the statistical tests and teacher interview responses supported one of the two sense of autonomy hypotheses even though statistical significance was not reached. Four points are of importance in examining the data from this study: 1) general educators engaged in collaborative consultation indicated a greater sense of autonomy than did general educators in traditional situations; 2) special educators engaged in collaborative consultation reported the lowest sense of autonomy of the four groups; 3) special educators utilizing traditional methods reported the greatest sense of autonomy of the four groups; and 4) there was almost no difference in the scores of regular educators regardless of special education method, whereas, there was an almost significant difference between special educators.

It was expected that general educators engaged in collaborative consultation would sense a loss of autonomy when sharing instructional decisions and classroom space with a special educator; however, this was not found to be the case. It is possible that the general educator does not sense any loss of autonomy because she retains control. That is, the general educator has an assigned classroom that is viewed as her own. This classroom is in essence her

private property or home. Thus, when the special educator enters that classroom, she is viewed as a "visitor" who will not stay long.

The general educator also seems to retain all the traditional responsibilities of a teacher; for example, she does the lesson planning. In retaining traditional responsibilities she also seems to retain the primary title of "teacher;" whereas, the special educator often has the descriptor of "share" or "support" added to the beginning of her title.

There was also some evidence that the general educator still views the special education students as the responsibility of the special educator. Thus, when the special educator is in the classroom, the general educator is relieved of the responsibility for the special needs learner, not restrained by her presence. This is contrary to the ultimate goal of collaborative consultation of enabling "the regular education teacher to successfully instruct students with special needs" (Hueffner, 1988, p. 404).

A very speculative conclusion about why general educators engaged in collaborative consultation had a higher mean score on autonomy than did general educators in traditional settings is that since they "share" the classroom, they feel even more control than when they did

not share. In other words, before sharing students and classroom space there was no basis for comparison, but in the collaborative consultation setting they feel they are even more in control. Maybe the score reflects an increase due to having an opportunity for comparison between the isolated situation and shared situation.

Meyer and Cohen (1971) found that teachers in open-space, team teaching situations in elementary schools reported greater autonomy than teachers in self-contained classrooms. Charters (1974) suggested this unexpected finding might result "when the group of which the individual is a part makes decisions that once were solely his or hers" (p. 213). Thus, shared decision making may actually increase one's sense of autonomy.

Special educators engaged in collaborative consultation had the lowest sense of autonomy mean score of any of the four groups. The majority of special educators engaged in collaborative consultation were in "traditional" situations first. Thus, they can compare their feelings of autonomy in both situations and the role change may account for their feelings of loss. The change in role from being the "teacher-in-charge" of a class to the "share" or "support" teacher seems to be an important point especially as it emerged repeatedly in the interview responses. Several of the special educators indicated they feel like "visitors" or

"assistants" when they are in the general educators' classroom. (Refer to Figure 5.3.)

Another indication that the change in role affects special educators' sense of autonomy comes from traditional special educators. Two of the traditional special educators had, in previous years, worked in a collaborative consultation situation. Each of the teachers indicated they missed having a specific place or classroom of their own and controlling their own work and had chosen to return to the traditional method. One teacher's response hints at the ambiguity she felt in her role as a special educator engaged in collaborative consultation:

> Even though [I] loved working with the regular teachers . . . I learned more working those 2 years in [collaborative consultation setting], with probably some of the best teachers, I ever [knew] . . . But when [collaborative consultation] started, the real philosophy is that, that was their [general educators'] classroom and you were to go in and follow their rules and make sure that the children adhere to those rules and not to go in there and grade papers and stuff. In fact, you were to go and do whatever needs to be done.

Although this teacher indicated the philosophy of collaborative consultation as following the rules of the general educator, that is not the philosophy proposed by its advocates, instead joint planning and cooperative instruction are the major components cited. For example, Wiedmeyer and Lehman (1991) state,

> It must be stressed that for the collaborative teaching model to succeed, everyone involved must be flexible, willing to try something new, and dedicated to the concept of mainstreaming. Full administrative support is vital. The teacher of students with learning disabilities [special educator] must be seen as an integral partner in the classroom, not as a glorified aide" (p. 10).

Special educators utilizing traditional methods of special education service delivery, on the other hand, had the highest sense of autonomy. This finding does not seem unusual in view of the culture or normative aspects of special education. Special education service delivery models that "pull students out" of the general education classes emphasize the special educator being able to educate special students in a special class, something the general educator could not achieve.

The pull out model, while not precisely prohibiting interference, does transmit to others the implication that special educators alone can do the job of educating special needs students. Administrators often do ignore or leave special educators alone because of a lack of understanding about the students or the special education teachers' methods of instruction. The administrator is usually content to let the special educator be in charge of special needs students unless there are disruptions to the school routine. Interference by general educators, or even

administrators, is reduced through the implicit message - the special educator is in control of the situation.

Another factor that may contribute to the heightened sense of autonomy felt by special education teachers utilizing traditional methods is the lack of a peer group. As was stated earlier in this paper, general educators may outnumber special educators as many as 10 or more to 1, which means there may be only one special educator in a school. With few or no special education peers in the school, the special educator may feel that she is free to do whatever needs to be done with the special needs students.

Given the foregoing discussion it is not so surprising that no significant differences were found between general educators using the two models of special education service delivery, nor is it surprising that special educators engaged in collaborative consultation have the lowest sense of autonomy. General educators may share the classroom, but they still have ownership of it, whereas the special educator engaged in collaborative consultation most often has no classroom.

General educators have a class roll. While special educators engaged in collaborative consultation may have students with disabilities assigned to their roll, they also help any other students requiring assistance. Overall, general educators continue to be in control of the classroom

situation whether the special education service delivery model is traditional or collaborative consultation. Special educators utilizing traditional methods also have a classroom and are assigned specific students for whom they are responsible, whether in the special or general education class. As this collaborative consultation special educator's words point out there is a sense of loss:

> The thing I don't like about this job is I don't have my own class. I feel like I don't belong anywhere. I just, I belong to everyone. But I miss . . . when I go into the regular class - I know this isn't my class but I wish it was.

A final factor that may contribute to collaborative consultation special educators' reporting lower levels of autonomy is time. Special educators' time is often divided among several general education classrooms; they usually spend between 45 minutes and two hours in one classroom. With the limited time in any one classroom, time may constrain their capacity for controlling instructional activities or even sharing in decision making.

Professional Zone of Acceptance

General educators engaged in collaborative consultation do have a wider zone of acceptance than general educators utilizing traditional methods, as is also true of special educators. Although statistical significance was not reached for the four hypotheses, three findings, in particular, should be noted: 1) special educator mean

scores were almost identical; 2) there is a significant difference between the zone of acceptance of general and special educators; and 3) advice is sought as a "last resort."

The mean scores of the two special educator groups were almost identical. It was expected that special educators engaged in collaborative consultation would be more willing to accept advice than would other special educators. Since the instrument did not specify whether the teacher giving advice was a general or special educator, it is possible special educators' responses were related to the fact that special educators often do not have special education peers in the school. Teacher interview responses indicate this as the reason for considering it a possibility. Special educators often said they seek advice from general educators primarily for student specific curriculum problems. However, one special educator reported she goes to another special educator because "she knows my children."

General educators report more willingness to accept the advice of another teacher than do special educators. Seeking advice is an admission of need which may be affected by the pool of persons available to give advice. General educators are in the majority in schools; they have classrooms near each other; they pass each other frequently throughout the day; even in schools of only one class of

each grade level, there are several general educators in the school. The special educator, on the other hand, is in the minority and may possibly be the only special educator in a school. This majority - minority status may affect teachers' willingness to seek advice.

Another possible reason for special educators' comparative narrow zone of acceptance may be the cultural or normative aspect of special education. That is, the emphasis which has been placed on the special educator's role as "specialist." In this role, the special educator would not be likely to seek advice, instead being the one to dispense it. This seems a likely possibility based on the consultation and collaboration literature which has described the special educator's role as consultant and general educator's role as consultee.

Blau and Scott (1962) wrote,

> If informal status structure constitutes an effective incentive system, just as the formal status structure does, one would expect differences in informal status to impede communications, just as differences in formal status do. Fear of losing face is probably not much less inhibiting than fear of losing one's place" (p. 133).

The implied "specialist" role of the special educator may inhibit her from seeking advice, since as an informally proclaimed specialist, seeking advice might be perceived as

an indication that she does not have the expected proficiency or expertise.

This fear of losing "face" or status may account for the theme that emerged from the teacher interview responses to the question of seeking advice. Repeatedly, general and special educators indicated they sought help from another teacher when they had run out of ideas or exhausted all possibilities of which they were aware. In other words, they sought advice only as a "last resort." Due to the expectation that the teacher knows how to teach and structure of schools, it seems possible that teachers have no experience base upon which to draw in seeking advice from another.

Pluralistic Ignorance

It was expected that in collaborative consultation situations pluralistic ignorance would be reduced. The results tended to support the hypotheses, although statistical significance was not reached. It was also expected that pluralistic ignorance does exist between general and special educators. These hypotheses were supported. The most important findings are that 1) special educators engaged in collaborative consultation view general educators as more humanistic than do special educators utilizing traditional methods of special education service delivery and 2) there is little difference in the way

general educators view special educators. (See Appendix G for the mean scores of the four groups.)

While there is a difference between the way special educators perceive the pupil control ideology of general educators, the extent of the difference is decreased when special educators have direct contact with general educators. In examining general and special educators' self-report, collaborative consultation teachers report themselves more alike than do traditional teachers. Homans (1951) hypothesized that "persons who interact frequently are more like one another in their activities than they are like other persons with whom they interact less frequently" (p. 135). He goes on to say, "The question is always one of degrees. It is only when people interact as social equals and their jobs are not sharply differentiated that our hypothesis comes fully into its own" (p. 136).

Regardless of model of service delivery, general educators' perceptions of special educators differ little. This is interesting because it raises the question of whether self-report is as valid as others' perceptions. While general educators engaged in collaborative consultation perceive special educators as slightly more humanistic than do other general educators, the difference is negligible. However, special educators report themselves to be much more humanistic. In fact, there is almost no

difference between the self-report scores of special educators in the two groups. Willower et al. (1967) stated that

> It is important to re-emphasize that ideology may or may not be reflected in behavior. While it seems reasonable to expect a correspondence between ideology and performance in a free situation, such a correspondence in the setting of a formal organization cannot be assumed. The nature of hierarchial relationships, rules, sanctions, and demands from various groups both within and outside the organization clearly function as intervening variables (p. 37).

Maybe reported ideology does not reflect behavior, just as behavior does not reflect theory, instead it may reflect the "ideal" or normative expectation of the group.

One final observation about perceptions seems to be required. In the discussion about sense of autonomy it was noted that general educators continue to control the classroom situation even when collaborative consultation is used as a method of special education service delivery. It is possible that the differences found between general educators' perceptions of special educators and their self-report and special educators' perceptions of general education and their self-report is related to control. That is, with the general educator continuing to control the classroom situation, the general educator and special educator are not "interacting;" thus, there is no opportunity to dispel misperceptions. This possibility

seems plausible in light of the difference in perception of general educators between special educators engaged in collaborative consultation and those utilizing traditional methods. It could be speculated that if special educators had more control in the collaborative consultation situation, the difference in general educators' perceptions and special educators' self-report would be reduced.

School Climate

The comparison of the climate of collaborative consultation schools to traditional schools indicated no significant differences, in fact, twelve of the sixteen schools have climate scores in the open quadrant. Although statistical significance was not reached when comparing the climate of the two types of schools, an analysis of the subscale scores revealed a significant difference in teacher disengaged behavior between the two types of schools. (See Appendix H for the subscale standard scores of each school.) Of interest in examining the schools outside the open climate quadrant was the finding that two of the schools were in the system in which collaborative consultation has been implemented district wide.

Tollett (1971) compared school climate before and after the introduction of consultative services and found no difference; thus, the finding that there was no statistically significant difference in the climate between

the two types of schools may not be that surprising. What was unexpected, was that the two schools at opposite ends of the continuum - open to closed - are both collaborative consultation schools.

The closed collaborative consultation school differed from the open school on three subscales: principal restrictive behavior, teacher intimate behavior, and teacher disengaged behavior. In the closed climate school, the principal had a high restrictiveness score, indicating s/he "hinders, rather than facilitates, teacher work. The principal burdens teachers with paperwork, committee requirements, and other demands that interfere with their teaching responsibilities" (Hoy et al, 1991, p. 156). Teachers do not have "a cohesive and strong network of social support" nor do they have "meaning and focus [in] professional activities" (Ibid).

The literature on collaborative consultation suggests that principal support and teacher collegiality are important to the implementation of collaborative consultation. Even though the principal support subscale for both schools reveals a high score, if the principal places demands that restrict teachers' work, s/he may be giving only superficial support to the collaborative consultation process.

Teachers in the two schools had somewhat similar scores on collegial behavior, but very different scores on intimate behavior. The intimate behavior subscale examines social rather than professional relationships. For example, two items from the OCDQ-RE which examine intimate behavior are - "Teachers have fun socializing together during school time" and "Teachers have parties for each other." It seems plausible that teachers in the closed climate school focus attention on the professional mechanics of daily routine rather than on social amenities. Additionally, their social relationships may be hindered by the restrictive behavior of the principal.

The one subscale that indicated a significant difference between collaborative consultation and traditional schools is teacher disengaged behavior. The explanation of this subscale includes the following description: "Teachers are simply putting in time and are non-productive in group efforts or team building; they have no common goals" (Hoy et al., 1991, p. 156). In traditional schools, there are no common goals between general and special educator, each is working toward the goals of that system of education instead of joint goals.

Also, team building and group efforts are not emphasized. In asking teachers in traditional schools about opportunities to work with other teachers, committees were

often cited, but few examples of joint teaching efforts were mentioned. The teacher who described the joint activity for Halloween actually described several teachers doing individual activities based on one theme. Thus, disengaged teacher behavior may be less a "lack of meaning and focus to professional activities" than it is a function of the structural separateness that characterizes traditional schools.

Also of interest and importance is the finding indicating a disengaged climate and closed climate school in the system which has implemented collaborative consultation district wide. According to Hoy et al. (1991) the prototypical disengaged climate is one in which

> The principal listens to and is open to teachers' views (high supportiveness); gives teachers the freedom to act on the basis of their professional knowledge (low directiveness); and relieves teachers of most of the burdens of paperwork and bureaucratic trivia (low restrictiveness). Nevertheless, the faculty reacts badly; teachers are unwilling to accept responsibility. At best, the faculty simply ignores the initiatives of the principal; at worst, the faculty actively works to immobilize and sabotage the principal's leadership attempts. Teachers not only dislike the principal, they do not like each other as friends (low intimacy) or respect each other as colleagues (low collegiality) (pp. 158-159).

Using the instrument scores, the disengaged school in this study would be described as follows:

> The principal is supportive of the teachers in the school while maintaining a very directive influence over the instructional activities. The

> principal does, however, minimize paperwork and demands that would restrict teachers' ability to perform the expected instructional tasks. Teachers in this school are highly collegial. They respect each others' professional competence, but do not spend much time in social situations (low intimacy). In the task of educating the students in the school, they are somewhat engaged.

The school in the closed quadrant, on the other hand, would be described in this way:

> The principal, while appearing to be highly supportive of teachers and instructional activities, is also highly directive. The principal also places numerous noninstructional demands on teachers, including committee assignments and inservice training preparation (high restrictive behavior). Teachers maintain collegial relationships, but there is little socializing (low intimate behavior). They get through the tasks required of each day but exert only the effort that is required.

Hargreaves (1992) compares collaborative cultures to contrived collegiality. Collaborative cultures have working relationships that are spontaneous, voluntary, development oriented, pervasive across time and space, and unpredictable. Contrived collegiality, on the other hand, is characterized by being administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable. It is possible that through the district wide implementation of collaborative consultation contrived collegiality has been achieved instead of "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined

problems" (Idol et al., 1986, p. 1) or "a reciprocal arrangement between individuals with diverse expertise to define and develop solutions mutually" (Pugach & Johnson, 1988, p. 3).

With the district wide implementation of collaborative consultation, administrative regulation could have increased which accounts for the high directiveness scores of both principals. By definition, the collaborative consultation model in this school system is "implementation-oriented" and "compulsory." The characteristic of fixed in time and space "is part of its administrative regulation. When, for example, peer coaching sessions, collaborative planning meetings in preparation time, and mentor meetings alone constitute teachers' joint working relationships, they amount to trying to secure cooperation by contrivance" (pp. 54-55). Although these individual activities do not constitute the total sum of the collaborative consultation model of service delivery, the time the service is delivered is time and place bound. Planning time is scheduled for teachers.

Finally, contrived collegiality has the characteristic of being predictable in its outcomes. District wide implementation of collaborative consultation has a predictable outcome - the inclusion of students with mild disabilities into the general education class. In these

schools the climate scores appear to reflect contrived collegiality rather than a collaborative culture.

Limitations to the Study

Before presenting the conclusions and implications, there are limitations to this study that should be addressed. The failure of this study to find statistically significant differences between teacher groups may be due to a lack of sensitivity of instrumentation. The instruments may not be sensitive enough to discern differences between two types of educator groups. Each of the instruments was a "general" form and not specifically designed for studying or identifying differences between general and special educators.

A limitation, or at least criticism, of this study might be that differences in implementation style of collaborative consultation affected the results. Idol and West (1987) identified a number of service delivery options which "emphasize, to varying degrees, consultative assistance to the classroom teacher" (p. 484). Therefore, it is possible that the nonsignificant findings are a result of implementation differences, not differences in the model.

An issue related to differences in implementation style, but from a different perspective, is that of the relative "newness" of collaborative consultation. Although the federal law on educating students with disabilities in

the least restrictive environment is now almost 20 years old, actual practice of providing special education in the general education classroom whenever possible has often fallen short of the goal. Therefore, it is possible that the failure to find significant differences in the attitudes and perceptions of teachers when comparing collaborative consultation and traditional models of special education service delivery are due to the "newness."

The SAS, PZAI, and PCI were administered to and interviews conducted with teacher "pairs." It must be remembered that special educators often have students in several general education classes; thus, if another or several other general educators had been included, responses might have varied.

Finally, it is possible if another researcher replicated this study, particularly the qualitative portion, the findings would vary. It is possible that as a special educator of more than 17 years, my personal biases were transmitted to interviewees. Several methods were used to control for any possible bias. First, an interview guide was developed and used with each respondent. Second, responses were coded by question by type of respondent in a "quantitative" form (Yin, 1989). Finally, records were kept for each step in the case study process to form the "chain of evidence."

Conclusions and Implications

The literature on collaborative consultation stresses cooperation, parity, interaction, communication, etc. between general and special educators; thus, implying that the relationship between general and special educators is different from the relationship that exists between general and special educators in the one teacher, one classroom school structure. There has been little discussion about the collaborative consultation model in the regular education literature and few studies examining attitudes of general educators.

This study did compare attitudes and perceptions of general and special educators engaged in educating students with disabilities using collaborative consultation and those utilizing traditional methods, as well as comparing the climate of schools using each model. The pattern that emerged indicates that general and special education teachers are separate educator groups within the school. Educators engaged in collaborative consultation are somewhat more similar in attitudes and perceptions, but overall general and special educators are separated by their organizational roles and the normative expectations of each group. The climate of the two types of schools was not appreciable different, although teachers in schools utilizing traditional methods of special education service

delivery tended to indicate more disengaged teacher behavior.

The goals and responsibilities of collaborative consultation are described by West and Idol (1987) as:

> Goals: To develop parity between special and classroom teachers resulting in shared ownership of learning and management problems of exceptional and nonachieving students participating in regular classroom instruction. Responsibilities: Emphasizes mutuality and parity in the consulting relationship with the [special educator] serving as a learning specialist and the [general educator] serving as a curriculum and child development specialist (p. 394).

In this study, parity, shared ownership, mutuality, and drawing upon each others' expertise were seldom evident in any one situation. In some instances, consultation is occurring; in some instances, collaboration is occurring; but in no instance is collaborative consultation, as conceptualized, occurring.

Special educators in collaborative consultation situations feel that they have lost control of their classroom situation. Compared to the other three groups, their feelings of loss are disproportionate. The role of special educators and the structure of their working day are different than traditional special educators.

The single most important implication from the comparison of teachers' attitudes and perception is for preservice and/or inservice training. Special educators,

especially those who have been utilizing traditional service delivery models, are unprepared for the change in their role and loss of a designated classroom. They do not know how to access general educators' expertise, thus limiting the reciprocal exchange. Hueffner (1988) stated,

> There is a real danger that, without careful preparation, regular educators will see the consulting teacher as a tutor, intruder, or at the least as an outside consultant rather than an inside collaborator. There is also a high risk that regular educators will resent a decrease in the time so-called problem students are out of their classrooms (p. 408).

Another training need is best described as "letting go" and is somewhat related to the issue of role and time. West and Brown (1986) stated, "teacher consultation programs stress altering the roles of both regular and special education teachers, but it particularly emphasizes a *significant change in the role of the special education teachers*" (emphasis added, p. 4). Special educators have been trained to provide direct services to students which requires them to spend time with those students. In the collaborative consultation situation, special educators may or may not directly instruct the special education student. However, special educators in this study often referred to not having enough time with "my" students.

General educators are also unprepared for the collaborative consultation role. While they indicate a

willingness to accept advice from other teachers, their definition of "other teachers" frequently seems limited to other same or near same grade level teachers. There was also evidence to indicate that the special needs students were not completely accepted as being within the realm of the general educator's responsibility.

Parity is a descriptor that is frequently used to describe the collaborative consultation situation; however, there was little evidence of it in this study. One general educator engaged in collaborative consultation stated that she did not feel the work responsibilities were divided evenly, but said "I'm not sure it calls for that." This seems to be an important statement about mutual, cooperative working relationships. In other words, sometimes one teacher gives more and sometimes the other gives more. This "give" may be giving up the instructional leadership position, while at other times, it means giving up some independence.

Advocates of collaborative consultation have listed benefits for students and general educators when using this model of special education service delivery, the principal benefit being the sharing of responsibility for student outcomes by general and special educators. Apropos to this benefit is the goal Lipsky and Gartner (1987) identify for

general and special educators combining their educational efforts:

> Turning from the effort to perfect a separate special education system, it is time to move on to the struggle of changing the educational system to make it one and special for all students. In so doing, we will affirm the belief that all children are full-fledged human beings, capable of achievement and worthy of respect (p. 73).

The strongest statement for collaborative consultation was made by the special educator who said:

> I would not go back to self-contained because I think the kids were not getting a good deal. Well, I know they were not getting a good deal. The time, the levels were one thing. I taught 5 or 6 levels in reading, the same thing in spelling. You have to work individual IEP.[1] Meaning you have this child work on their level wherever they are . . . It was not an ideal situation.
>
> In this situation you'd think that if you take a special education child and put him in a regular class on level he would not make it, but I think we were not pushing them. We thought we were pushing them, but we were not pushing them to their potential. It's amazing, we had students on the honor roll.

Her statement speaks to the benefit to the student. Similarly, the benefits to general education teachers were described in these statements:

> [Collaborative consultation special educator]: Do it slowly [implement collaborative consultation]; one grade at a time. . . . Let maybe one or two teachers have special needs [students] at a time so that they can let the other teachers know it's not as bad as they think it is. That these are children, just like the other children. That they can learn with most times very few modifications. It just takes a

> little patience, a little love, and a little understanding, and they can do it.
>
> [Collaborative consultation general educator]: The first year I had mixed emotions because I really didn't know how, I didn't know what was expected of me and I didn't know how I was going to handle it . . . It's given me an opportunity to see that I can help all children regardless of what their disabilities are.

These statements point out the need for commitment and preparation for collaborative consultation. This could be summarized as the "context" variable. One general educator said, "You go in with a positive attitude about what you're doing and you have less problems. But if you feel that this is being forced on you, then it's not going to work (emphasis added). The school climate of the school system in which collaborative consultation was mandated systemwide is an example this "context" variable.

Future Research

Willower wrote (1973), "Our fundamental problems are to understand and improve educational institutions" (p. 1). One general area for future research is to operationalize collaborative consultation. For this study, the definition of collaborative consultation as "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (Idol et al., 1986, p. 1) was used. The intent was to describe a joint working relationship between general and special educators. However, terminology must be refined to clarify

what constitutes "an interactive process." Furthermore, clarity is required in order to define when there is a joint working relationship as opposed to two people working in the same physical area. These are conceptual issues.

Based on Willower's statement on improving educational institutions and the presumed benefits of collaborative consultation, two broad categories for future research can be identified: educators and students. Educators refer to both groups, general and special. Similarities and differences in attitudes and perceptions must be examined further. Educators are the ones implementing various models of educational service delivery; their acceptance, rejection, confusion, disengagement, etc. all seem likely to affect the success or failure of any educational change. Outcomes for students as the recipients of education must also be studied; however, this study should avoid only a superficial examination of test performance scores.

Educators

Educator role and school structure were topics found repeatedly in this study. Changing teachers' established roles, as a single person responsible for educating students in an isolated classroom, need to be examined. Questions related to this area include: 1) How much and what type of preservice or inservice training prepares teachers for engaging in collaborative consultation? 2) How do role

expectation and actual role in the collaborative consultation situation affect job satisfaction? 3) What do teachers perceive to be the benefits and/or disadvantages of collaborative consultation and traditional methods? 4) What are teachers' recommendations for implementing the collaborative consultation model? 5) Can proximity predict communication and interaction patterns among educators?

Students

This study did not examine the efficacy of collaborative consultation, although the responses of teachers to interview questions touched on student outcomes. Student outcomes should be studied from a variety of viewpoints. One method, of course, is to compare students' test performance under the two conditions of traditional special education and collaborative consultation. The number of students referred to special education and the number of students classified as disabled under the two models of service delivery must also be examined.

There are also more subtle issues related to educators, students, and school organizations which could be topics of future research. Questions include: 1) Does modeling of a cooperative relationship have an effect on students? 2) Does the inclusion of students with disabilities affect general student academic performance and/or their affective/social behaviors? 3) Are there differences in

attitudes and perceptions of teachers and students in schools without special education classes and those with special education classes? 4) Based on the organizational characteristics that differentiate general and special education, what effect would including special education as a part of general education have on (1) teacher roles and norms, (2) funding, and (3) regulatory policies?

Further research of collaborative consultation requires both quantitative and qualitative study. In conjunction with quantitative studies is the need to develop instruments sensitive to measuring differences in subgroups. The need for qualitative research was hightlighted in the conclusions by presenters in a panel "critique" entitled "Questioning Popular Beliefs about Collaborative Consultation" (Fuchs, Hueffner, Johnson, Friend, Witt, Erchul, Schulte, & Osborne, 1993). These presenters agreed that there has been a paucity of description on "what is" while amassing descriptions of "what should be."

Notes to Chapter 6

[1]IEP is the abbreviation for Individualized Education Program. An IEP must be developed for every student classified as disabled and receiving special education services. It includes the setting for providing educational services, length of time to be spent in special education every day, a description of educational and/or related services the student is to receive, and the goals and objectives the student will be addressing during a school year.

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APPENDICES

APPENDIX A
Sense of Autonomy (SAS) Instrument

APPENDIX B
Professional Zone of Acceptance (PZAI) Instrument

APPENDIX C
Pupil Control Ideology (PCI) Instruments

APPENDIX D
Organizational Climate Description Questionnaire-Revised Elementary (OCDQ-RE) Instrument

I want to thank you for completing the survey form. Finally, I would like to ask some questions about you for statistical purposes.

Your sex:

_____Male
_____Female

Your age:

_____20-29 years
_____30-39 years
_____40-49 years
_____50-59 years
_____60-69 years
_____70+ years

Your highest degree earned:

_____Less than Bachelor's degree
_____B.S. or B.A.
_____M.Ed. or M.S.
_____Specialist
_____Ph. D. or Ed. D.
_____Other (specify)

Your present position:

_____Classroom teacher (grade____)
_____Classroom teacher (subject_____)
_____Resource teacher (special education)
_____Self-contained teacher (special education)
_____Other (please specify)

Undergraduate preparation:

_____Major within the field of education
_____Major in area outside the field of education

Graduate preparation:

_____Major within the field of education
_____Major in area outside the field of education

How many years experience do you have as a teacher?_____

How long have you been on the staff of this school?_____

If you would like a summary of the results of this research, please either provide me with your name and address below (your responses to the survey will be kept confidential):

_____
_____
_____

Or send me a postcard requesting a summary of the results:

Jane Nell Luster
2323 Dogwood Avenue
Baton Rouge, LA 70808

APPENDIX E
Letter to Superintendents and Attachments

2323 Dogwood Avenue
Baton Rouge, Louisiana 70808
September 11, 1992

1~
Superintendent
2~
3~

Dear 4~:

The purpose of this correspondence is to introduce myself and to request that your school system participate in a research project. My name is Jane Nell Luster. I am a doctoral student in educational administration at Louisiana State University, working on my dissertation.

The research project is described briefly in the attachment. In a sentence, it is a study of attitudes of general and special educators and of school climate. To conduct this study, I would spend approximately 5~ interviewing selected general and special education teachers, through survey forms and open-ended questions. Each interview would require 30 to 45 minutes.

I believe that the inclusion of your school system and the results of this research would be beneficial in furthering the goal of providing a quality education to all students. Therefore, I am requesting your permission to include 2~ in this study. If you agree, I will contact the Supervisor/Director of Special Education to assist me in the task of identifying applicable schools. I will, then, personally contact each principal to request his/her permission and to schedule interview dates.

Finally, if you agree to allow me to include 2~ in the study, I will assure you a summary of the results and, if you wish, a verbal review of findings. Enclosed is a self-addressed, stamped postcard for your response. If you have questions or would like to discuss this project with me, please feel free to call me at (504) 342-6264 or (504) 343-3928.

Sincerely,

Jane Nell Luster

ATTACHMENT

RESEARCH PROJECT

The purpose of this study is to examine the attitudes of general and special educators about their working relationship and the school environment in which they work. Specifically, teachers' feelings of autonomy, about student control, and about accepting advice on instructional matters from other teachers will be examined. It is hypothesized that their responses will differ dependent upon their classroom setting. For example, I am hypothesizing a difference in the way general educators believe special educators control student behavior and the way special educators view themselves. Finally, I will examine whether the climate of schools differs dependent on classroom structure.

Four instruments will be used to obtain teacher responses. All of the instruments ask for responses on a Likert scale of 1 to 4 or 5. Open ended questioning will extend the information to be gained from the survey forms.

The results of the study will be reported by comparing teacher mean scores by group (general educator, special educator). School mean scores by setting will be compared for the hypothesis about the working environment.

The study has significance for general and special education. Nationally and locally, there has been an increased push for educators in all fields to work together to provide a quality education to students. One sign of this in Louisiana is the change in the Minimum Foundation funding method. There is a need to examine the work relationships of educators with the intent of identifying how educators view each other in professional relationships. In this way, researchers and practitioners may begin to identify methods of building successful work relationships.

Notes:

1) All responses will be confidential. School system identity will be confidential.
2) In agreeing to allow me to conduct interviews in your system, I would request that you explain the study in very broad terms. I wish to guard against responses that reflect the way teachers think I want them to respond.

APPENDIX F
Interview Guide

INTERVIEW GUIDE

The purpose of this interview is to gain information about teacher work relationships within a school setting. As a teacher in this school you have perspectives on the ways teachers interact in educating students. This interview is about your perceptions, experiences, and views of these interactions. Approximately 20 teachers will be interviewed for this research. I'll combine the responses of these teachers into case studies. No personally identifiable information will be used.

During the interview if you have questions, please feel free to ask me to explain. If there is anything you do not wish to answer, just say so and I'll move on. This interview is to get your insights into the ways teachers relate to each other in educating students.

I would like to tape this interview for several reasons. Most important is that by using the tape recorder, instead of writing notes, I can listen to what you are saying. The second reason is for accuracy. If, however, at any time you want me to turn the tape recorder off just say so.

Do you have any questions before we begin?

FOR ALL TEACHERS

1. How frequently do you talk to other teachers about students in your class?
2. What are some of the areas you discuss?
3. Can you describe any situations in which another teacher has come to you for assistance or advice?
4. Can you describe any situations where you've gone to another teacher for assistance?

5. In thinking of (other special education) (other general education) teachers in this school, how would you describe their perceptions of (general) (special) education teachers?

6. What opportunities have you had to work with another teacher in this school?

7. To gain insight into the experience of the teachers being interviewed, would you tell me a bit about your teaching career?

FOR GENERAL EDUCATION TEACHERS:

8G. You have special education students in your classroom. Can you describe the effect this has had on your methods of instructing?

9G. In what ways do you and the special education teacher communicate about the educational needs of special education students? (How much time each week?)

FOR SPECIAL EDUCATION TEACHERS:

8S. Your students attend general education classes for some of the day. Can you describe how you and the general education teacher work together?

9S. How much time each week would you say you spend working with general education teachers who have students from your class?

FOR SPECIAL AND GENERAL EDUCATION TEACHERS USING CONSULTING TEACHER MODEL:

8C. You have been working with the (general)(special) education teacher this year. Would you tell me how each of you works with the students in the classroom?

APPENDIX G
Mean Scores of Four Educator Groups on Pupil Control Ideology

Means Scores of Four Educator Groups on Pupil Control Ideology

Groups	Self-Report	Perceptions of Sp. Ed.	Perceptions of Gen. Ed.
GC	52.9	59.3	60.6
GT	54.7	60.4	64.9
Total Gen. Ed.	53.8	59.9	62.7
SC	51.4	56.3	60.6
ST	51.9	58.1	65.6
Total Sp. Ed.	51.7	57.2	63.1

APPENDIX H
School Climate Standard Scores

School Climate Standard Scores

School Code	PRINCIPAL SUBSCALES S	D	R	PO	TEACHER SUBSCALES C	I	D	TO	Climate
CA02	500	390	312	599	500	549	391	552	1152
CA06	501	506	243	584	540	611	343	603	1186
CA09	501	531	163	602	519	571	402	562	1165
CB02	501	474	289	579	512	562	399	558	1137
CB04	500	530	283	562	523	593	337	593	1156
CB06	501	727	297	492	538	688	376	617	1109
CD02	501	569	543	463	499	326	518	436	899
CD03	500	583	356	521	522	344	388	493	1014
TA04	500	498	395	536	494	594	434	551	1087
TA05	501	511	302	563	496	612	496	537	1100
TA07	501	576	350	525	532	632	332	611	1136
TA10	500	452	468	527	512	610	515	536	1062
TB03	501	600	595	435	499	515	572	481	916
TE01	501	443	211	615	503	540	508	511	1127
MC02	501	593	368	513	518	523	429	537	1050
MC04	500	564	394	514	510	488	412	529	1043

Note. The codes for the subscales are as follows:
Principal Subscales: S=Supportive Behavior; D=Directive Behavior; R=Restrictive Behavior; PO=Principal Openness.
Teacher Subscales: C=Collegial Behavior; I=Intimate Behavior; D=Disengaged Behavior; TO=Teacher Openness

VITA

Jane Nell Guyer Luster is currently an Education Program Manager for Extended School Year Services in the Office of Special Educational Services at the Louisiana Department of Education. She has been an educator for her entire professional career, first as a classroom teacher of students with a wide variety of disabilities and later as an Educational Assessment Teacher. She is a native of Greenville, Mississippi, but has spent the last twelve years in the educational system in Louisiana. Ms. Luster graduated with a B.S. from the University of Tennessee in Knoxville and M.Ed. from Delta State University. Her professional memberships include the American Educational Research Association, American Evaluation Association, Phi Delta Kappa, Kappa Delta Pi, and The Association for the Gifted. She is a past present of the South Central Louisiana Chapter of the Council for Exceptional Children. In 1985, Ms. Luster was selected as an Outstanding Young Woman of the Year. She has made numerous professional presentations to such organizations as the University Council of Educational Administration and Mid-South Educational Research Association. In addition to her professional life, she is a wife and mother of a teenage daughter. She has also been a Girl Scout Leader and volunteer in various community activities.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Jane Nell Guyer Luster

Major Field: Education

Title of Dissertation: A Study of Collaborative Consultation versus Traditional Methods of Special Education Service Delivery

Approved:

Chair Teddlie
Major Professor and Chairman

Daniel Pugh
Dean of the Graduate School

EXAMINING COMMITTEE:

Frances H. Beck

Gary M. Crow

Richard L. Taylor

Eugene Kennedy

Leslie Laughlin

Date of Examination:

July 9, 1993